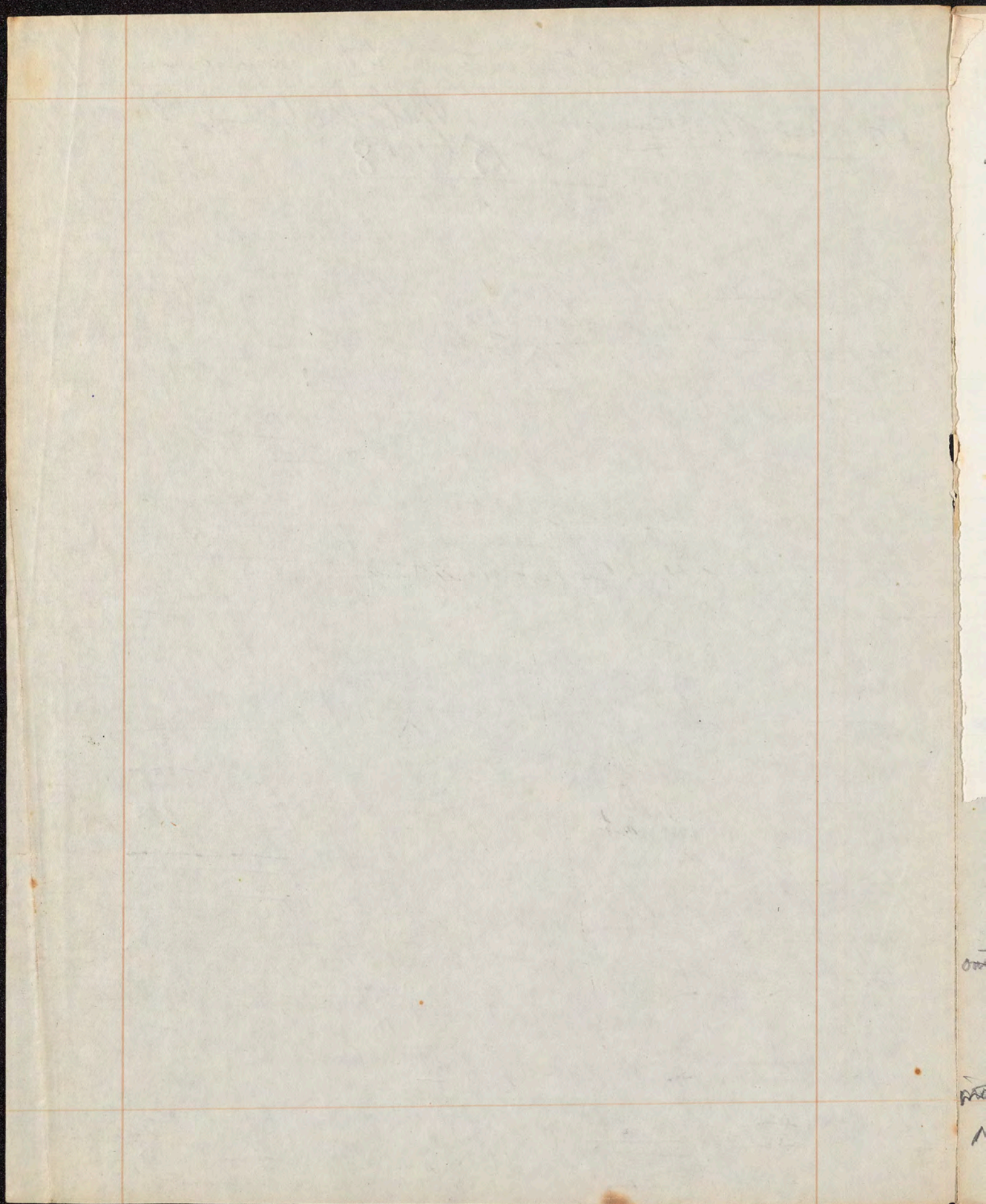


Introductory Lecture to the Course on  
Practice of Medicine, Delivered at Philadelphia College of Medicine,  
Oct. 15<sup>th</sup> 1838.

I have the honor, gentlemen,  
to represent, to you, in this Institution, a  
department of <sup>momentous</sup> importance, and ~~great~~ <sup>any of</sup>  
responsibility. Whatever doubt may, with the un-  
initiated, exist in regard to ~~any other~~ topics of a  
medical course, none can ever question  
the <sup>the interest</sup> magnitude of ~~that~~ of the Practice of Medicine.  
To it, <sup>and Surgery, including with the latter</sup> all the others look, as their end and  
aim. Upon <sup>Practice</sup> it, as upon a focus, they concentrate  
~~the~~ their rays. If we may compare the sevenfold  
emanations of <sup>medico-</sup>collegiate instruction to any-  
thing so bright as a prismatic spectrum, <sup>of rays</sup> the  
principles and precepts of the <sup>on Practice</sup> practical course  
ought so to embody and combine the essence and  
total result of the others that, as, <sup>the</sup> red, orange,  
yellow, green, blue and violet <sup>rays</sup> have, each, their  
representatives <sup>among</sup> of the rest, — it should be typified  
by ~~the~~ <sup>the</sup> white light, produced by the union  
and concentration of all: as it is the application of <sup>the</sup> principles  
derived from all, that concerns us <sup>most</sup> in the management of disease.











2

then!

Dare I thus to place before you  
so high a standard of the <sup>object of the</sup> Labor we have  
before us to undertake? If so, - it is  
but to deprecate your expectation of  
<sup>ideal</sup> ~~its being~~ <sup>altogether</sup> fulfilled; - while I ask for your  
<sup>and indulgence</sup>

realization of our ideal of the teaching of our  
Practice of Medicine, it would require  
~~the~~ constellation of abilities and acquisitions, ~~which~~  
~~are~~ great in themselves, - and <sup>very seldom</sup> ~~not often~~ united;  
~~more than~~ Hippocratic experience; <sup>more than</sup> Aristotelian  
learning; <sup>more than</sup> Platonic eloquence.  
But, in this age of diffused and  
classified knowledge - ~~this age, in which the Press~~  
~~has eclipsed the throne~~ <sup>and the magnetic bar</sup>  
~~the Sceptre~~ <sup>when all men's learning, of all ages,</sup>  
takes the wings of the morning sheet that lies upon our  
table, or is spread in ~~many~~ pages that fill our libraries,  
<sup>less</sup> depends than ~~once~~ upon the individual.  
The method <sup>now, in science,</sup> grows, of the most importance, the man of the least.



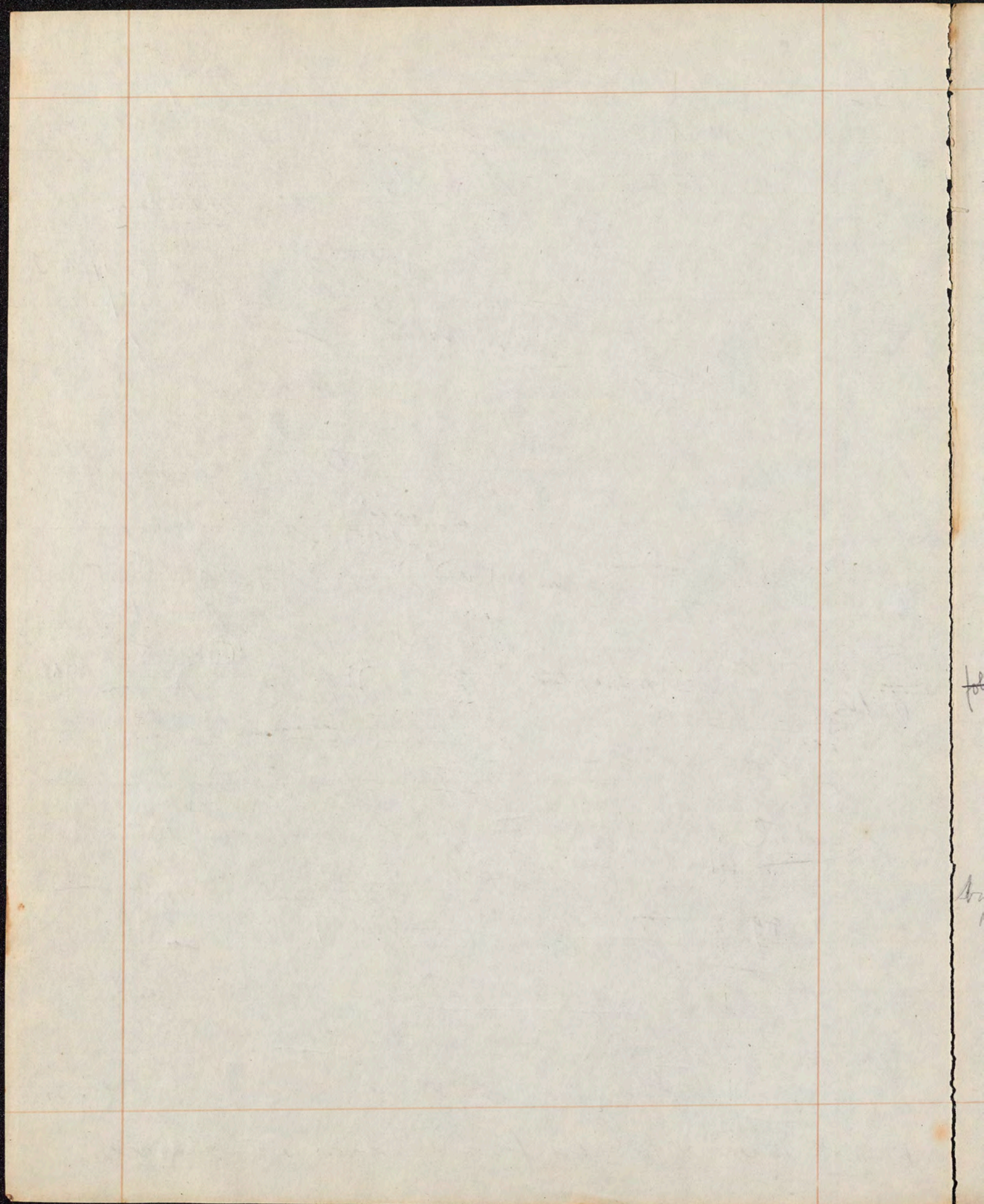




with, therefore, but few grey hairs,  
with but ~~nineteen~~ years of study of medicine,  
and but ~~thirteen~~ of practice, the partiality  
of my colleagues has obliged me to ~~assume~~ <sup>maintain</sup> the  
Duty of an instructor in <sup>important</sup> this department. Most  
of those years, it is true, <sup>if you will pardon the expression</sup> ~~have~~ <sup>been</sup> spent in the <sup>midst of the very</sup> Temples  
of medicine, the hospitals and Colleges, - where ex-  
perience grows ripe with almost ~~with~~ tropical rap-  
idity; and, with the advantage, <sup>too,</sup> of the preceptorship,  
of one, a veteran indeed, <sup>one who</sup> ~~bore~~ the load of half  
a century of the largest <sup>and best used</sup> opportunities of observation;  
[would to Heaven that it might be transferred! <sup>For</sup> ~~For~~]  
[If the <sup>or the</sup> ~~mantle~~ <sup>preceptor</sup> could be (indeed) transmitted, <sup>in descent</sup> with this  
name], then, with less diffidence would I now  
stand before you, as an <sup>almost trepidulous</sup> interpreter of the oracles  
of ~~Practical~~ <sup>Practical</sup> Medicine.

I would be, however, rather, <sup>gentlemen,</sup> a leader  
and a guide <sup>in my department</sup> than an authority, with you. I claim  
not to speak ex cathedra. I would be one of  
you; let us ~~see~~ see what we can do, in  
the study of the practice of medicine; of  
the art, as derived from, and founded upon, the Science.







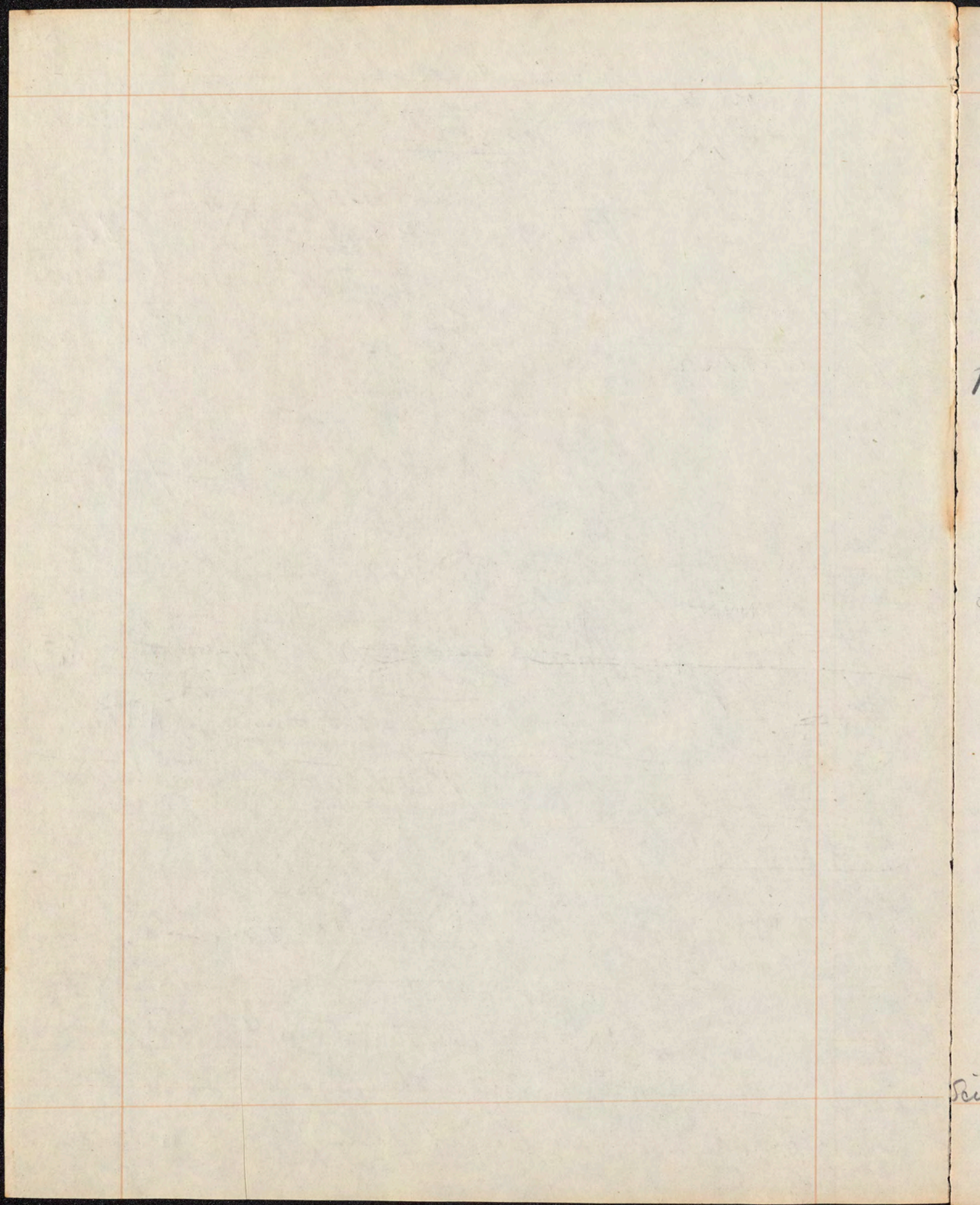
In this branch, as in others, <sup>and you know,</sup> I have said, that method is of the first importance.

The methods of ~~the~~ <sup>the</sup> ~~study~~ <sup>study</sup> of the Practice of Medicine, ~~through~~ <sup>the</sup> oral ~~and~~ of a teacher, are at least three fold in their possible character.

There have been exemplified, indeed, in different institutions and at different times, <sup>and places,</sup> ~~three~~ <sup>three</sup> principal modes of didactic instruction upon ~~Medicine~~ <sup>Medicine</sup>. We may designate these as, <sup>following the plan of Professor Meigs, upon his own branch,</sup> 1st, - The Historical and Learned; 2nd, the Demonstrative and Minute; ~~and~~ 3rd, the Descriptive and Practical. The traits of <sup>two, or all</sup> ~~more than one~~ of these may be, ~~and~~ <sup>may</sup> have been, <sup>by some</sup> combined; but, they are <sup>still</sup> distinguishable, by features, which I will endeavor <sup>briefly</sup> to describe.

The first of these, the Historical and Learned, was more often illustrated a hundred years and more ago, than now; although within a much more recent period, the late Prof. Chapman <sup>of this city</sup> gave <sup>us</sup> one of its brightest examples.







(15)

This method is characterised, especially, by a reverence for authority in medicine; by a high valuation of antiquity, or at least of the genius of the ancients; — and by a fondness for tracing, step by step, the progress of medical opinion, ~~through~~<sup>by a</sup> comparison of the opinions of leading individuals <sup>& schools</sup> of different ages, as well as <sup>in</sup> ~~of~~ our own.

There can be no question that advantage arises from this kind of comparison and reference. Historical knowledge of <sup>any</sup> science is the strongest built, — because it ~~is~~ <sup>involves</sup> ~~the~~ acquaintance with the very stones and arches of the edifice; — <sup>it</sup> is symmetrical and proportioned; and is fortified especially against old errors, which <sup>constantly</sup> tend to return, under new names.

The genius of the ancients, also, well deserves our reverence. It did not ~~only~~ <sup>alone</sup> ~~with the~~ animate the painter's or sculptor's hand, ~~nor the~~ <sup>the</sup> orator's voice, or the poet's diction. Science recognised its touch of power. As stands Plato, <sup>among</sup> the immortal records of philosophy, — as ring ~~out~~ the tones of Demosthenes

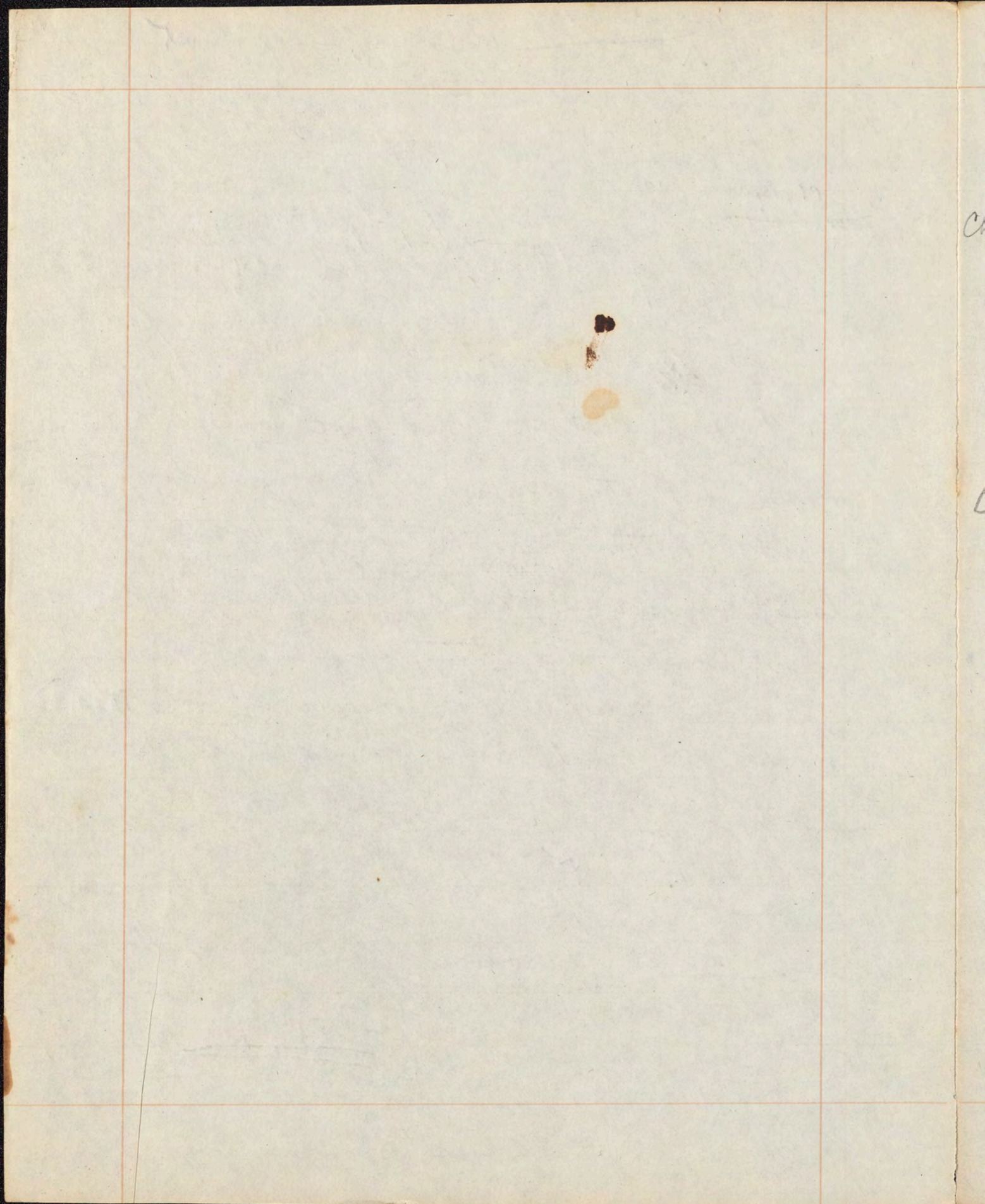


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●



over the <sup>now ruined</sup> ~~deserted~~ Agora, — so must we, after <sup>the</sup> accumulation of more than twenty centuries of medical knowledge, — yet know <sup>that</sup> Hippocrates remains <sup>as conspicuous as</sup> ~~one of~~ the greatest of physicians; one of the best of practitioners, as well as of writers and teachers: and we may look back even before his day, — to ~~the~~ "Coan Praenotions" and "Cnidian Sentences," — to show that Medicine was a Science coeval with the birth of Philosophy itself. There is no doubt that, from the writings of Hippocrates, of Celsus, Dioscorides, Galen, Aretaeus, Oribasius, Paulus Aegineta, and others, of Greece, Rome, Pergamus, <sup>and Arabia</sup> Alexandria, much may be ~~learned~~ <sup>gathered</sup>, that deserves not to be buried in the musty tomes of undisturbed libraries. Medical learning, too, finds a rich harvest in every modern age, and in every civilized country. Witness, in Germany, the earlier names of Boerhaave, Hoffmann, Stahl, and Quenbrugger; of Wildenbrand and Hufeland; <sup>these of</sup> ~~with~~ our own contemporaries, of <sup>already ripe</sup> ~~antiquarian~~ renown, — Skoda, Rokitansky, Wunderlich <sup>Virchow</sup> and others. Witness, in Italy, amongst the many, — Rammassini, Bazzoli, Lancisi,





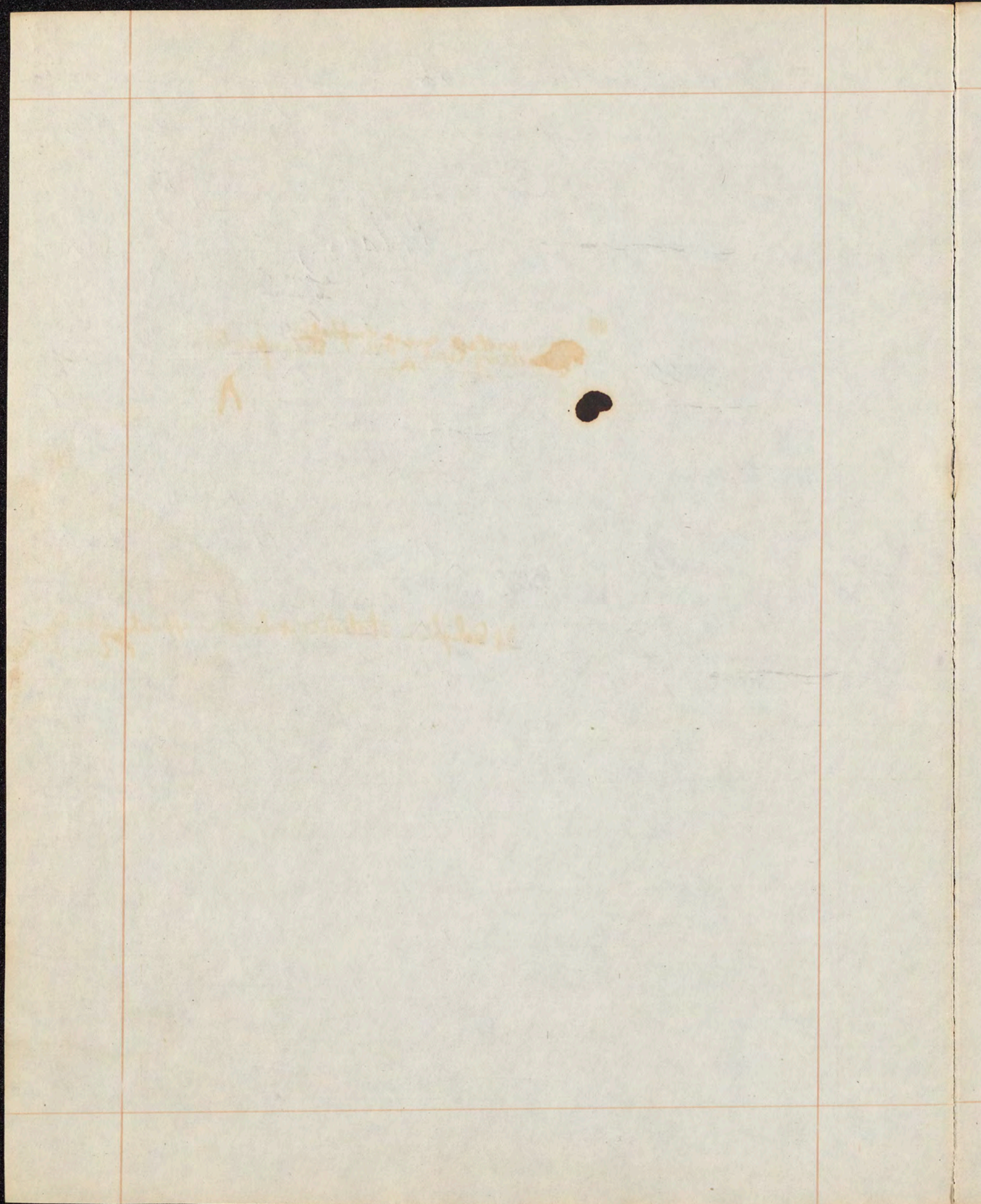


all  
and Torti; authorities to this day upon various  
forms of fever; in France, as noble examples, -  
Bichat, Pinel, Corvisart, Laennec, Broussais,  
Chomel, <sup>and</sup> ~~Chomel~~: in <sup>England</sup> ~~England~~, Sydenham,  
Cullen, and Brown, - each a <sup>superior</sup> ~~host~~ in his own  
power, - with a host of <sup>many</sup> ~~many~~ dead, and  
an equal host of <sup>two</sup> ~~two~~ successors; - amongst  
whom you will soon <sup>know</sup> ~~not already~~ Stokes, Alison, Simon,  
Bennett, Budd, <sup>and</sup> others, to <sup>have</sup> become household names;  
with whom <sup>too</sup> ~~our~~ American Rush, Hosack, Drake,  
\* Wood, Dickson, Bartlett, <sup>and</sup> La Roche, <sup>and</sup> others must be admitted to  
~~equal~~ companionship.

I do not design to frighten you  
with this array of names; - but, to express, only,  
in a few words, my appreciation of the <sup>high</sup> value  
of medical learning.

The question, how available all this  
can be made for a course of instruction on the  
practice of medicine, we will approach direct-  
ly; - after a statement of some of the characters of the  
other methods.







Unlike that which we have just noticed,  
the Demonstrative Method cares much less  
for opinions than for facts. It is <sup>merely</sup> inductive;  
it leans even to materialism in its tendencies,  
although the philosophy of its teachers may be  
otherwise. It makes <sup>individual</sup> ~~the~~ <sup>some emphasis</sup> on pathology,  
and especially of <sup>with less</sup> morbid anatomy, <sup>therapeutics.</sup> Taking the  
processes of the naturalist, it ~~observes~~ class-  
ifies and displays <sup>the help of</sup> models, specimens,  
and all other modes of illustration, the details  
results of <sup>upon the body.</sup> diseases, <sup>and of the</sup> micro-  
<sup>and chemistry</sup> scope <sup>for the</sup> minutes inspection. <sup>And</sup> <sup>It Delights in statistics, it abounds in apparatus, instruments, &c.</sup>  
in these details, and in their exhibition to the  
senses, is its life. Of the two schools into  
which medical philosophy has been divided  
ever since the days of the father of  
medicine himself, — the Empirics, or  
simple observers, and the Rationalists, <sup>or Reasoners,</sup> it  
inclines, often unconsciously, to the former. Of the  
modern pathologies, it spontaneously favors Solidism <sup>rather than</sup> <sup>the theory of</sup> <sup>Humorism.</sup>



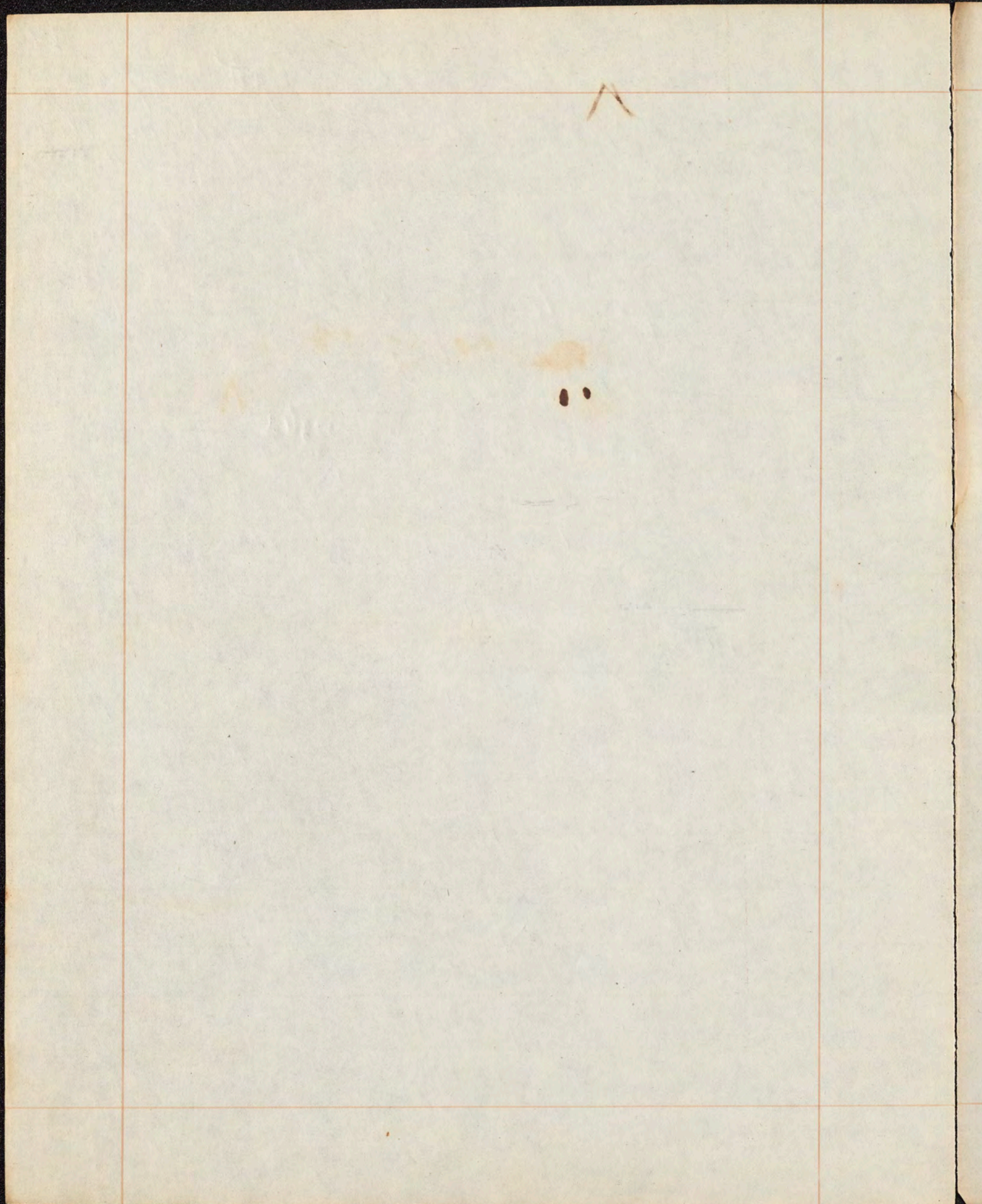
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In this bare and elaborate display  
of details the Practice of Medicine, taught in ~~the~~  
<sup>method</sup> ~~method~~ <sup>described</sup> ~~itself~~, it is true, to several of  
the other branches of the curriculum of Medical  
Study. They are taught, more or less, as  
disiecta membra; <sup>separate parts;</sup> to be organized in the brain  
of the learner. The facts of each are mixed  
with the rest, <sup>as chemicals</sup> <sup>are mingled</sup> in a test-tube  
or a alembic, — to precipitate, or sublime, the  
desired compound, in the student's mind. The  
question is, ~~whether~~ <sup>is it</sup> a natural one, — what point  
in Medicine or surgery is made more clear,  
by an acquaintance with the <sup>the brain</sup> <sup>hippocampus</sup> <sup>or the</sup> <sup>traces</sup> <sup>ballotting</sup>  
of the temporal bone, — or the apophyses of  
the sphenoid, or the Cella turcica?  
What remedy do we better know how to use be-  
cause Prof. Rand <sup>can</sup> <sup>prove</sup> <sup>to us</sup> that salts of ful-  
minic acid with metallic oxides will  
detonate — or that dry salt petre will not  
explode? And yet it is well, it is necessary  
that such things, as many <sup>of them</sup> as possible, should





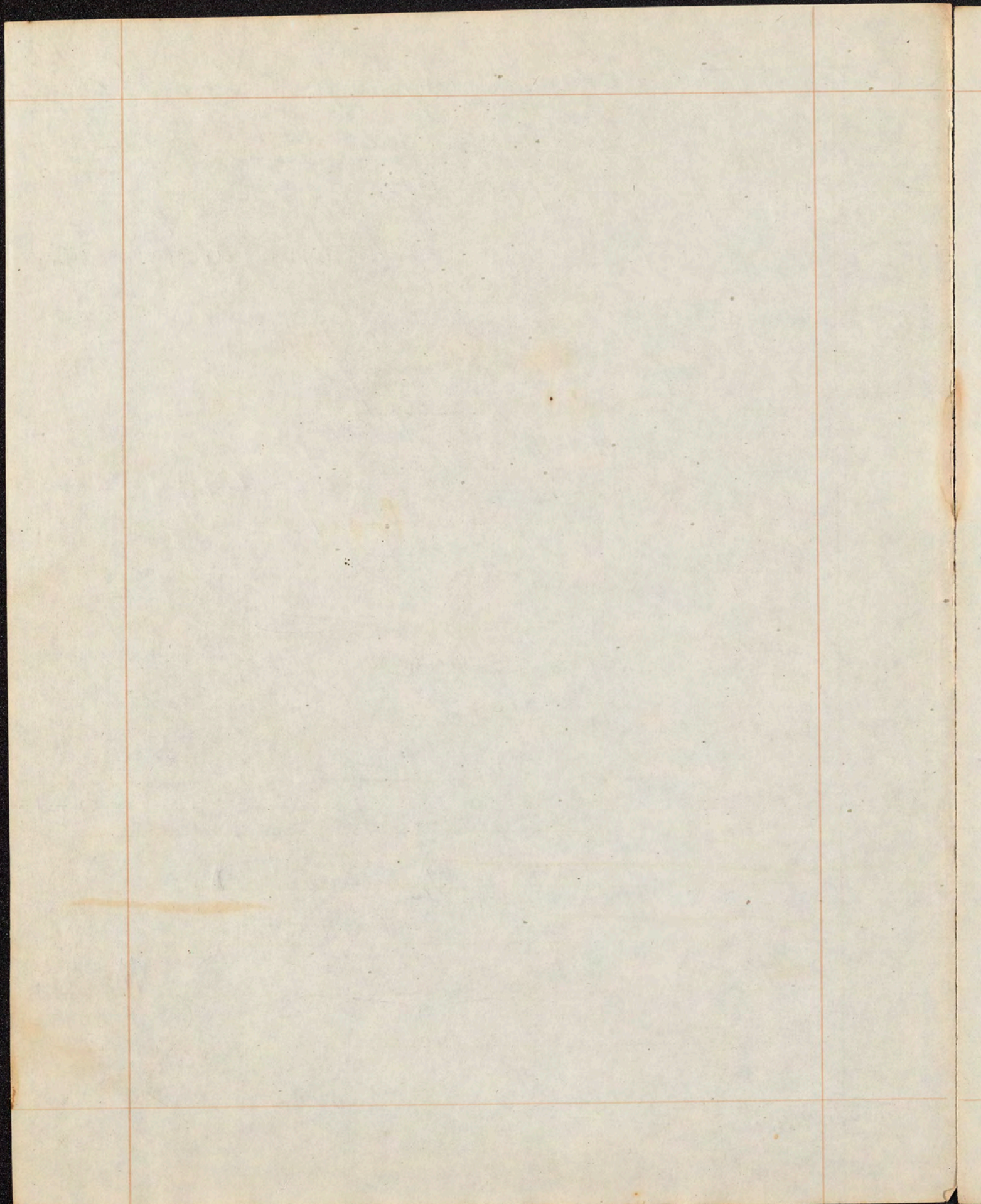


be taught. Medicine is progressive. Some  
Day they will all come into use, and, mean-  
time, each of the 12 ~~sets~~ hundred young  
and vigorous brains in which, here, as elsewhere,  
all these facts are annually mixed and  
stirred, will afford an experiment in  
thinking, — out of which may come, no one  
knows how soon, — the very Organon  
or Principia of Medicine. Some branches,  
as Anatomy, <sup>Mat. Medica,</sup> Chemistry, must be essen-  
tially Demonstrative in their teaching; but, how  
far this can, to advantage, in our Colleges,  
be made the case with the Practice of Medicine,  
we will enquire again presently, with much interest.

What I would designate as the  
Descriptive and Practical method, aims to  
meet directly the more immediate and most  
wants of the learner.

Disease <sup>after all,</sup> is the grand object of our  
therapeutics constitutes the field of our labor as physicians.  
attack in







The symptoms and signs of diseases;  
 their history and terminations; the remedies that  
 meet them, and how to use ~~these~~; such are  
 the great points in practice, ~~at last~~.  
 It is true, — that routine rules and prescriptions  
 alone, will never do; principles are necessary.  
 These principles must be built on a sound  
 physiology, ~~based on~~ <sup>correct</sup> anatomy; they require a care-  
 fully elaborated pathology; micrology and chemistry,  
 and all other aids to science, must have contributed  
 to their establishment; but, must the whole of this  
 process be gone over by ~~the~~ <sup>every</sup> student, or even  
 exposed in detail to him, or, can he receive  
 the benefit of the principles as results? — as  
~~one learns the~~ <sup>confidently</sup> ~~terms of~~ <sup>the</sup> ~~day, without~~ <sup>all of</sup> ~~us~~  
~~knowing all about the manufacturing of~~ <sup>the</sup> ~~it?~~  
 This is one question. Certainly, some very <sup>excellent</sup> ~~good~~  
 medical instruction has been given by those  
 who have chosen the direct practical and descriptive  
 method; and especially when they have been men of large



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one



practical experience. Such was the  
case with one of my <sup>very distinguished & successful</sup> predecessors in this  
chair, — the beloved <sup>and lamented</sup> Professor  
Pennybacker. The method of <sup>the late lamented</sup> Chapman was a  
blend of this with the <sup>already alluded to.</sup> Historical and learned,  
Sketching then, thus briefly, these dif-  
ferent plans or ideas of teaching, let us en-  
deavor to compare them, so as to judge whether one  
has decided advantages over the others.

We must at once admit that  
each has its <sup>positive</sup> merits. <sup>The possession of</sup> Classical and  
historical lore is, to the physician, a <sup>most</sup> ~~very~~  
appropriate accomplishment; ~~and~~ the reading  
of no medical man, <sup>indeed,</sup> can be considered complete,  
until he has obtained some general knowledge  
at least, of the history of Medicine and of  
medical opinions.

And so, the demonstration, to the  
eye, of all that is traceable in the effects of diseases,



the last time the before



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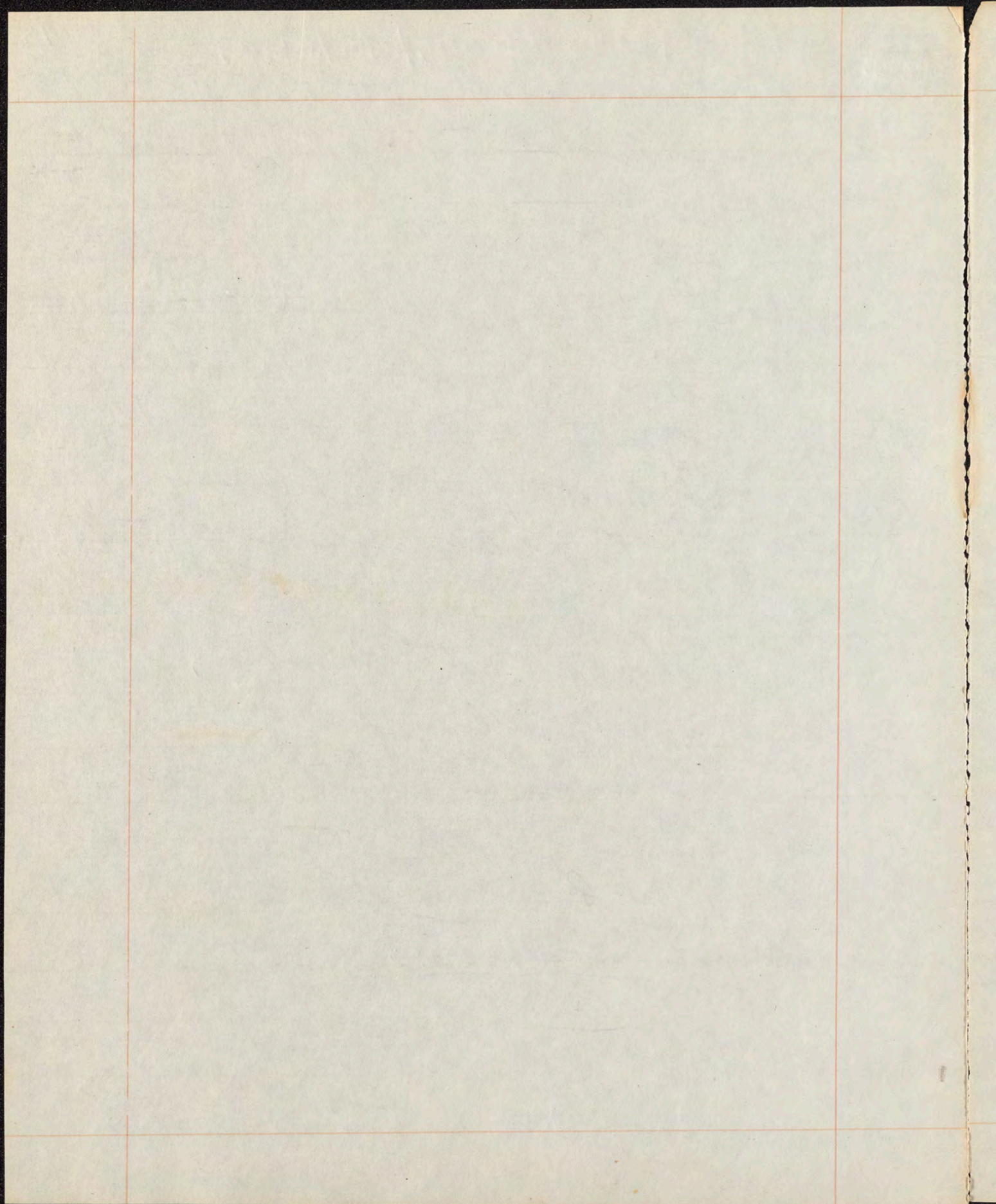
including the use of chemistry and the microscope, for the purpose,  
is undoubtedly valuable. Clearly scientific  
ideas are thus obtained; - and, if ample time  
were allowed in ~~each~~ every case, - such  
study, in detail, of all that has accumulated  
in modern <sup>inductive</sup> medicine, would be indispensable.  
~~most important.~~

There is no need to expatiate on  
the utility of the this method, - of describing from  
<sup>the</sup> life all ~~the~~ <sup>the</sup> most prevalent diseases, and  
of giving the best established modes of treating  
them.

But, it is to be remembered, that a  
certain time only is allowed for attendance on  
a course of medical instruction. That time, it is  
true, is too limited; but we cannot, now, help  
that. What can be done that time; and what  
can we do to the best Advantage?

We cannot begin with the full history  
and bibliography of medicine, from Democedes <sup>and Hierophilus</sup> down  
to the present day, - & then traverse all the regions of







morbid anatomy and physiological path-  
-ology, with all ~~their~~ details, - and, lastly, end  
with the description of all known diseases,  
and the discussion of <sup>the</sup> various proposed reme-  
-dies, <sup>concluding upon</sup> ~~as well as those~~ <sup>which</sup> seem to be the best.  
This is too much to undertake. How much of  
it <sup>all</sup> must be obtained, in every practical course,  
and <sup>how much</sup> ~~what~~ must be taken for granted, as already  
studied, or, left for the more leisurely ~~studies~~  
<sup>cor of adjacent collateral courses?</sup>  
investigations of the future physicians closet?  
In thus surveying the field of our necessities,  
for a 5 months' course, - the ~~whole~~ historical  
<sup>portion</sup> ~~it will be found, ~~must be~~~~ <sup>it will be found, ~~must be~~</sup> with whatever reluctance,  
~~rearrange, must be~~ <sup>small space</sup> swept into a ~~corner~~. - It will require, however,  
more consideration and boldness to dispose of  
~~the~~ what we have called <sup>the</sup> demonstrative part  
~~of the~~ scheme. There is something exceedingly at-  
tracting in its idea, and imposing in its performance.  
To see, mapped out before us, the whole details of diseases







structure, seems like gaining very positive knowledge.

Yet, - is this Demonstrative Medicine?  
Let us not be deceived by a name; - nor, even, by "oculis fidelibus."

To begin with the least of its difficulties; - is it possible to have correct representations of all, or of most, of the lesions which disease produces, or leaves after death, in the human economy? I believe that it is not.

~~next - morbid anatomy is not pathology.~~

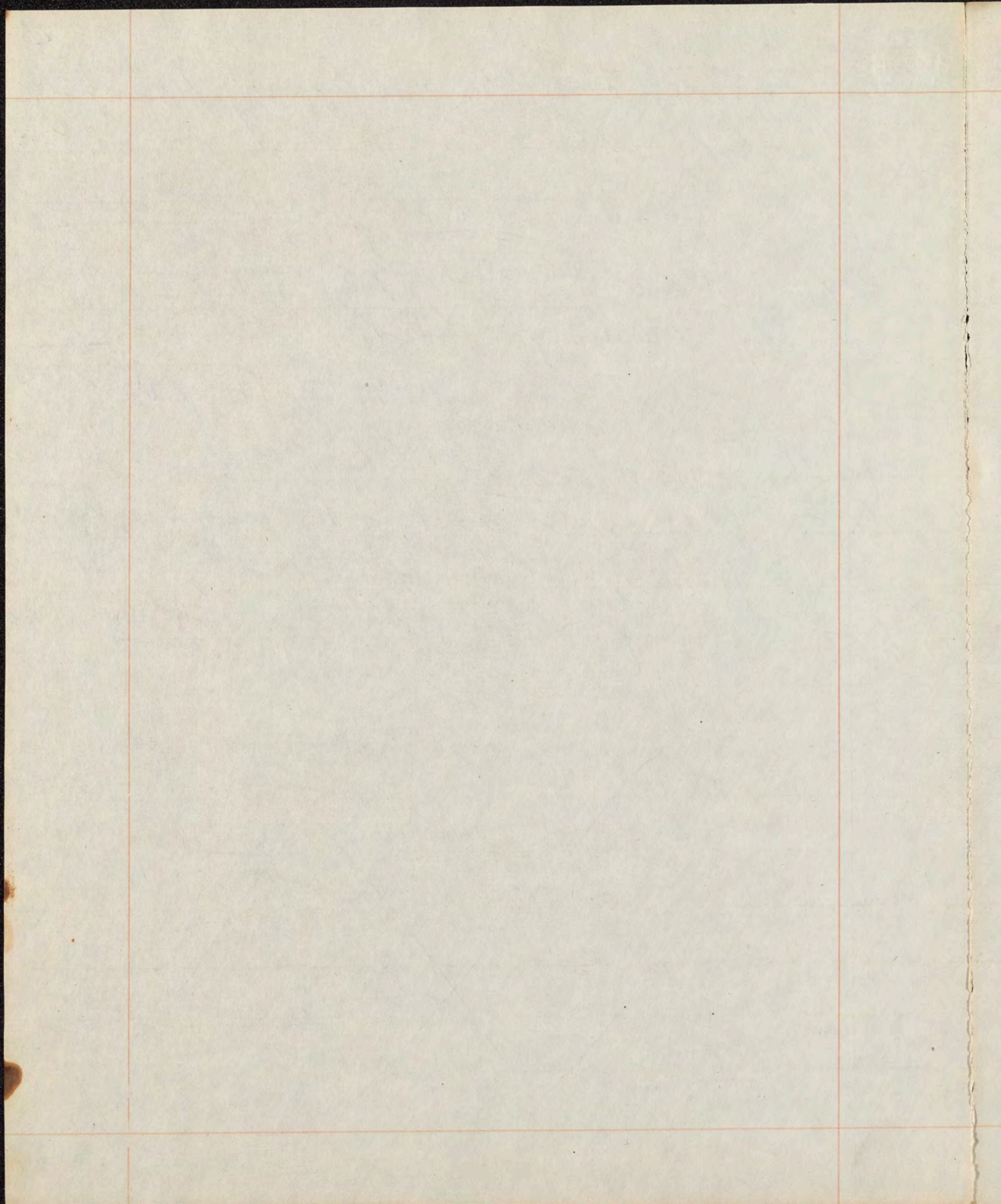
~~then if, this necessary in developing medical~~

~~science & truth, - these matters are not necessary to its teaching~~

~~is, at last, -  
Clinical instruction, the true Demonstrative Medicine.~~

~~which, with its  
natural specimens of morbid anatomy.~~

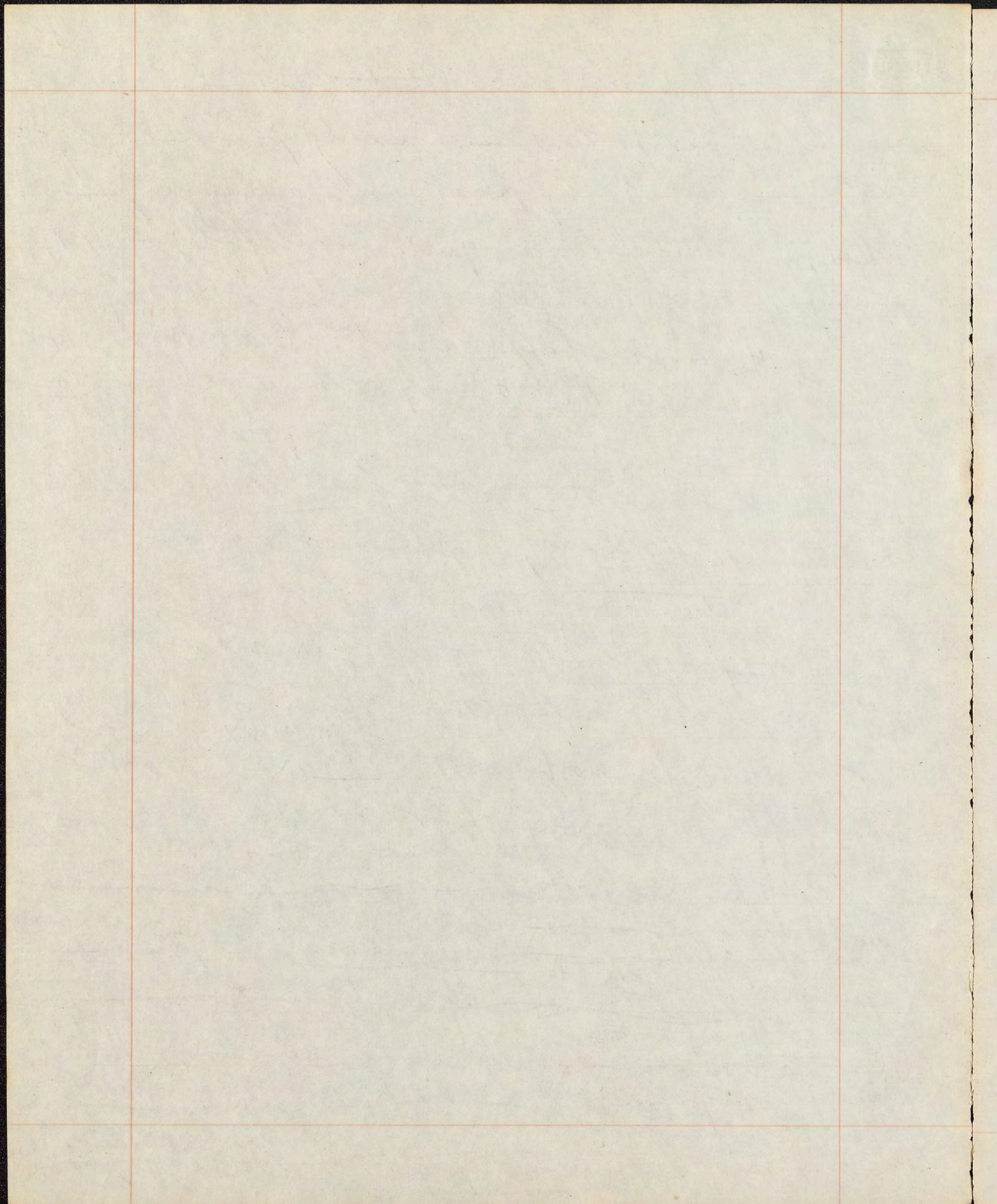






Supposing even, that all that we  
 see after death has been really produced by the  
 disease, and not by ~~post-mortem~~ changes; —  
 which, in some cases is quite doubtful; — yet,  
 the difficulty of faithful representation is very great  
 even by the most skilful artist. Besides, ~~which~~ it  
 is only, whether in the drawing or the model, to one  
 sense, that it conveys information; that of sight;  
 we can know nothing of the hardness or softness,  
brittleness or flexibility, lightness or weight of the  
 diseased structure. Thus, imperfect, even erroneous  
 ideas may sometimes be given; ~~the~~ and obscurity  
 may <sup>often</sup> ~~be~~ left in the mind. Even in the very  
 best of illustrated works on the skin, <sup>for example,</sup> whose dis-  
 eases afford the ~~very~~ best of all subjects  
 for graphic delineation — even in Wilson's last  
 edition <sup>the original edition, we find</sup> of plates, Scabies Purulenta, and Imp-  
etigo Syphilitica ~~are~~ represented as so exactly  
 alike, that no one could describe or name any difference,  
 judging from the plate alone; while, in inferior works,  
 such as the American Reprint of Melegari, <sup>for instance,</sup> — in

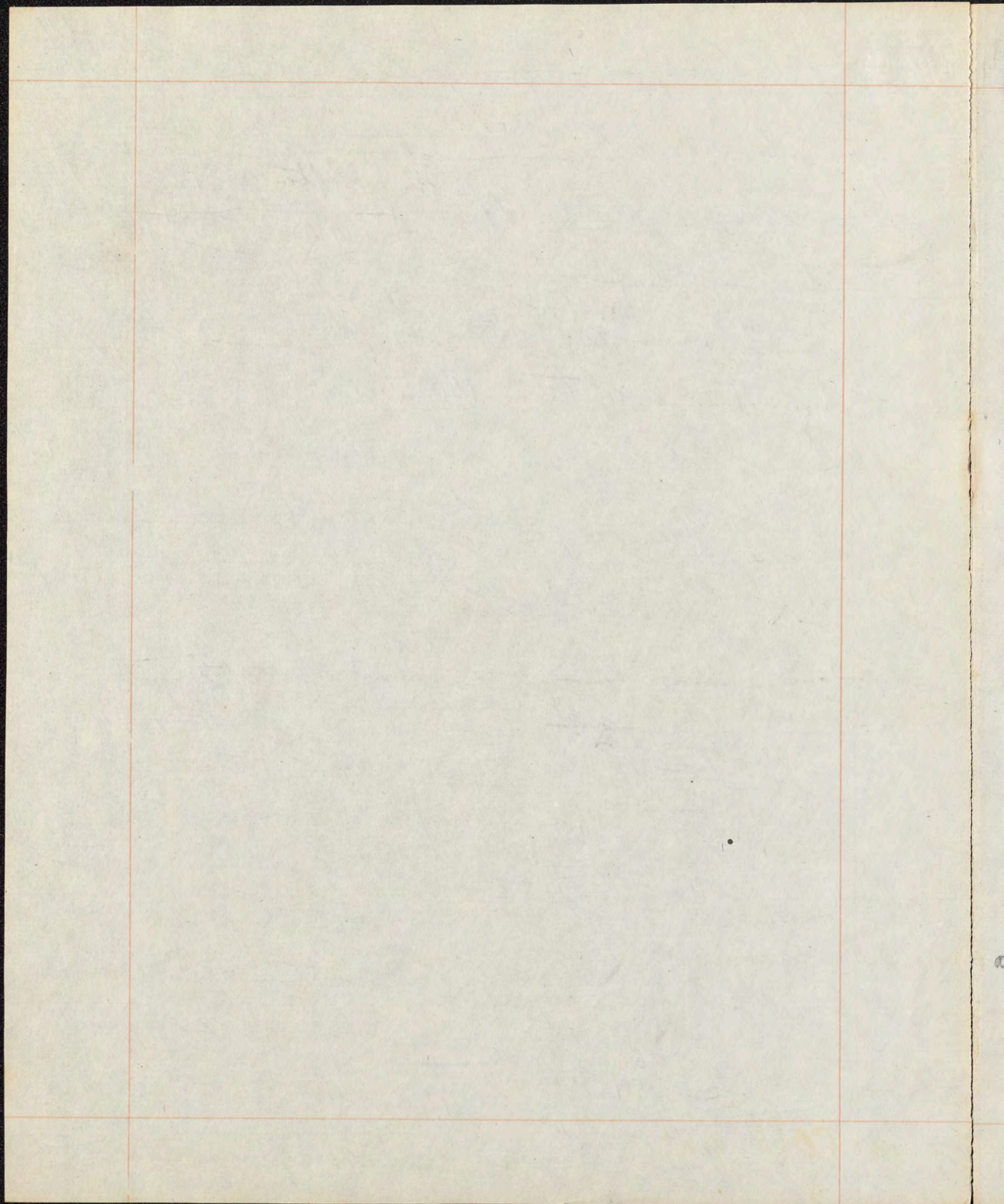






my belief, one may learn better the  
~~peculiar~~ characteristics of cutaneous  
 disorders without their aid, <sup>for description merely,</sup> than with  
 that very imperfect and sometimes in-  
 correct ~~views~~ <sup>the give.</sup> ~~given~~ and a wrong idea  
 of the thing is often worse than none; being  
 harder to substitute by a true knowledge of it.  
 But, - further; - could we indeed  
 exhibit <sup>accurate</sup> fac-similes of all the lesions that oc-  
 cur; yet, - morbid anatomy at its most per-  
~~fect state, -~~ <sup>is not</sup> ~~is not~~ identical with Pathology; it  
 is only a portion of its groundwork. Nor is it its  
 main portion. Prof. Chapman used to say,  
 that, to pretend to judge of the whole nature  
 and laws of ~~the~~ disease by the inspection of  
 some of the <sup>as left</sup> tissues after death; - is like under-  
 taking to judge of a house by the examination  
 of a ~~single~~ <sup>or two.</sup> brick. At least an equally  
 apt simile is, - that which compares it to the







attempt to investigate the cause and nature  
 of ~~a~~ tornadoes, by the examination of ~~the~~  
 fallen trees and torn down houses and  
 fences in their path. This is ~~the most apt~~ the  
 most apt comparison, — because, in each  
 case, some information may be ~~thus~~ obtained;  
some, but not all. Never would I think of  
 denying that a great amount of important  
 knowledge is to be gained from post mortem  
 inspection of the diseased body; especially when  
 aided, much more than <sup>it is</sup> now, by the micros-  
 cope, and, ~~perhaps~~, by chemistry. But first  
 I repeat, — that we cannot thus alone make  
 up pathology; — which requires the careful  
 observation of the deranged actions of the body  
 and its parts <sup>under disease</sup>, — while it is still living; and  
 2<sup>d</sup>ly, — it is still a question whether all  
<sup>anatomical matters can be</sup> of this ~~kind~~ <sup>kind</sup> ~~are~~ <sup>can be</sup> ~~introduced~~ <sup>introduced</sup> into  
 a collegiate course, — or can possibly there have  
 of instruction;

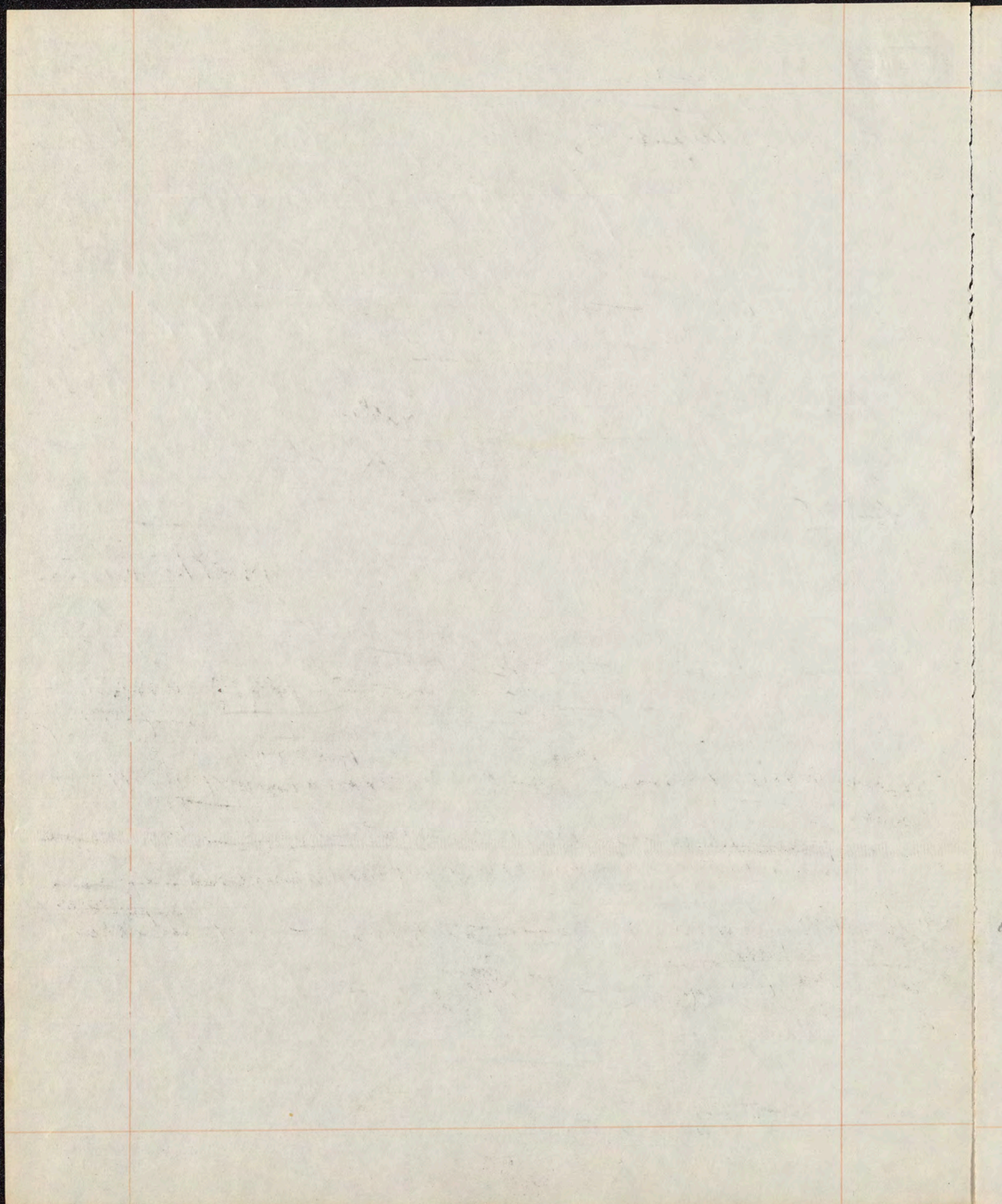


a. Collected



full justice done to it, - without ~~detrimment~~ <sup>29</sup>  
to other topics. Minute, continued, and laborious  
investigation of pathological anatomy is in-  
dispensable to the advancement of medicine  
as a science; but, to advance - to teach, &  
to practice it, - are three different objects. To  
advance the science is the <sup>major</sup> prerogative and  
~~labor~~ <sup>of</sup> comparatively few; to practice  
the art, is the <sup>primal</sup> duty of the many. The question  
then may, with some plausibility, be asked  
<sup>on the principle of analogy,</sup> must every one who uses the mariner's compass understand  
the whole theory of terrestrial magnetism? Cannot  
the reductions of science be made use of without  
the whole process of their establishment being gone  
<sup>or exhibited to</sup> over by every individual? Lieut. Maury stands <sup>almost</sup> alone,  
as a sort of Colus, - ~~a~~ monarch of the science  
of the winds and waves; <sup>but</sup> cannot a navigator  
employ <sup>Maury's</sup> ~~his~~ chart of the winds <sup>and currents,</sup> without, first,  
~~his~~ going to Washington to inspect his multi-  
tudeous tables <sup>and calculations?</sup> It may be, <sup>very</sup> proper, and even







to these inquiries, - that so far, exactly,  
as the process, in each case, is studied and  
understood, so far is the use of such affirming  
deductions a scientific man; - be he  
navigator, agriculturist, or physician. all,  
therefore, should be taught in such a method,  
that it is possible ~~to~~ <sup>to</sup> teach. What is  
possible? only, <sup>anatomical portion</sup> that ~~the~~ shall be subordinated  
to, and adjusted with, other necessary parts  
of the course.

distinctly, -

Please to understand me here, as  
endeavouring to indicate ~~the~~ <sup>not its want of value;</sup> comparative sub-  
ordination <sup>only,</sup> of pathological anatomy; ~~in any~~  
~~mode of illustration, <sup>but</sup> especially by paintings, models,~~  
~~or by any other means of inculcating them, and~~  
~~by far the best means of inculcating them, and~~  
~~and by the fullest extent, and by the fullest~~  
~~this College,~~ <sup>institutions</sup> - ~~and~~, by no means would  
I, in thus doing, depreciate the importance of  
Pathology itself. The science of Disease,  
made up of deductions variously attained,

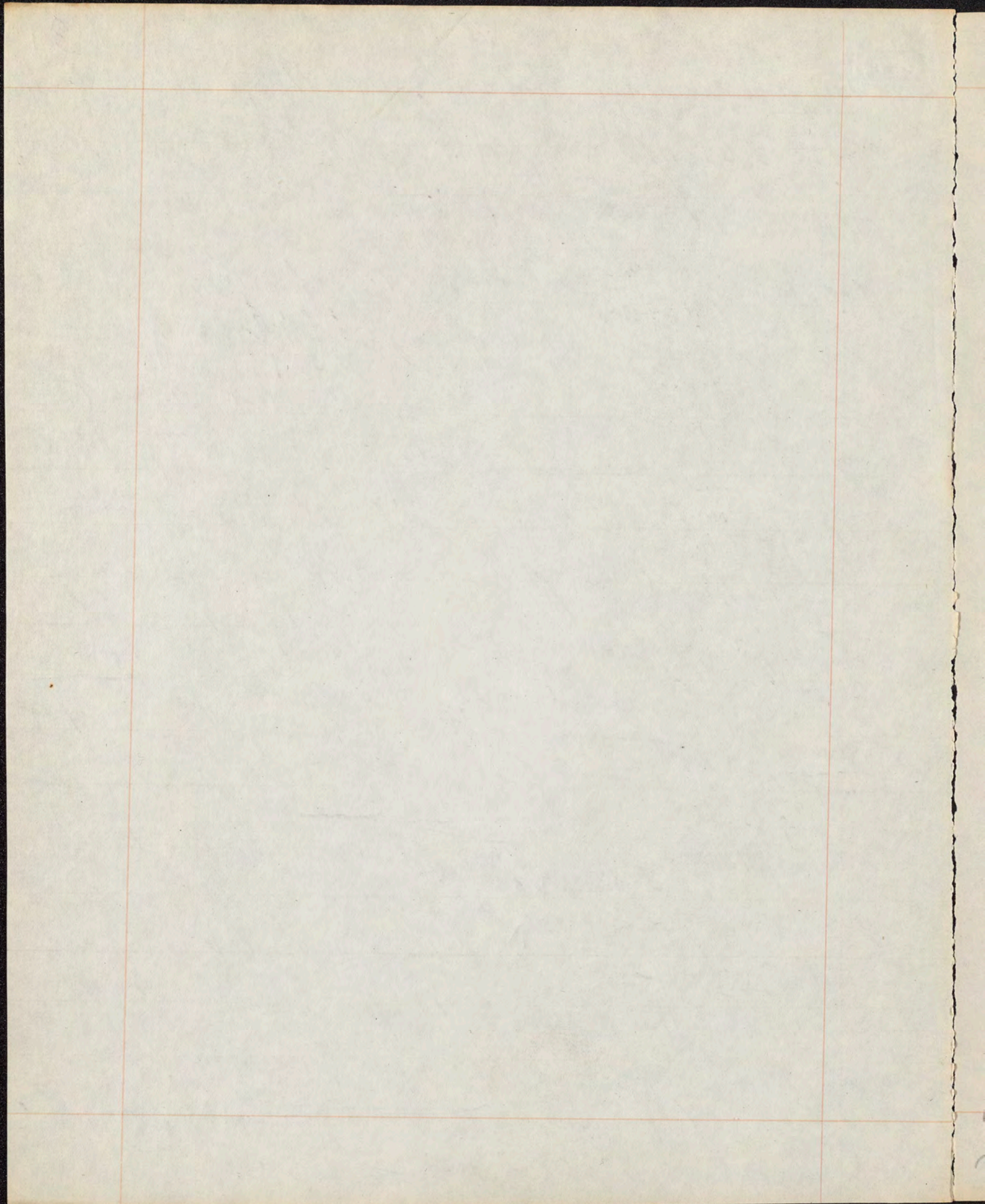


Journal



must be understood, or there is no such thing as principles in medicine. A truly rational, inductive and philosophical pathology, — is the, yet infantile, almost we might say embryonic, ~~offspring~~ of modern <sup>medical</sup> science. Every student must make <sup>without any subordination of his</sup> ~~it~~ <sup>one of his</sup> main studies; grafting it upon <sup>his</sup> physiology, — its stem will ~~then~~ become the natural support of those maxims, and processes of reasoning, by which he <sup>made</sup> is ready to meet the emergencies of <sup>ordinary</sup> ~~every~~ practice. Common sense is the healthy atmosphere, in which this growth should take place. <sup>the idealist, had</sup> Emerson said, that genius is common sense heated white hot; but, common sense, at the ordinary temperature of the air, will answer our purpose, in medicine, if it be but used ~~discreetly~~ ~~and~~ ~~in~~ a proper mode, and economized.

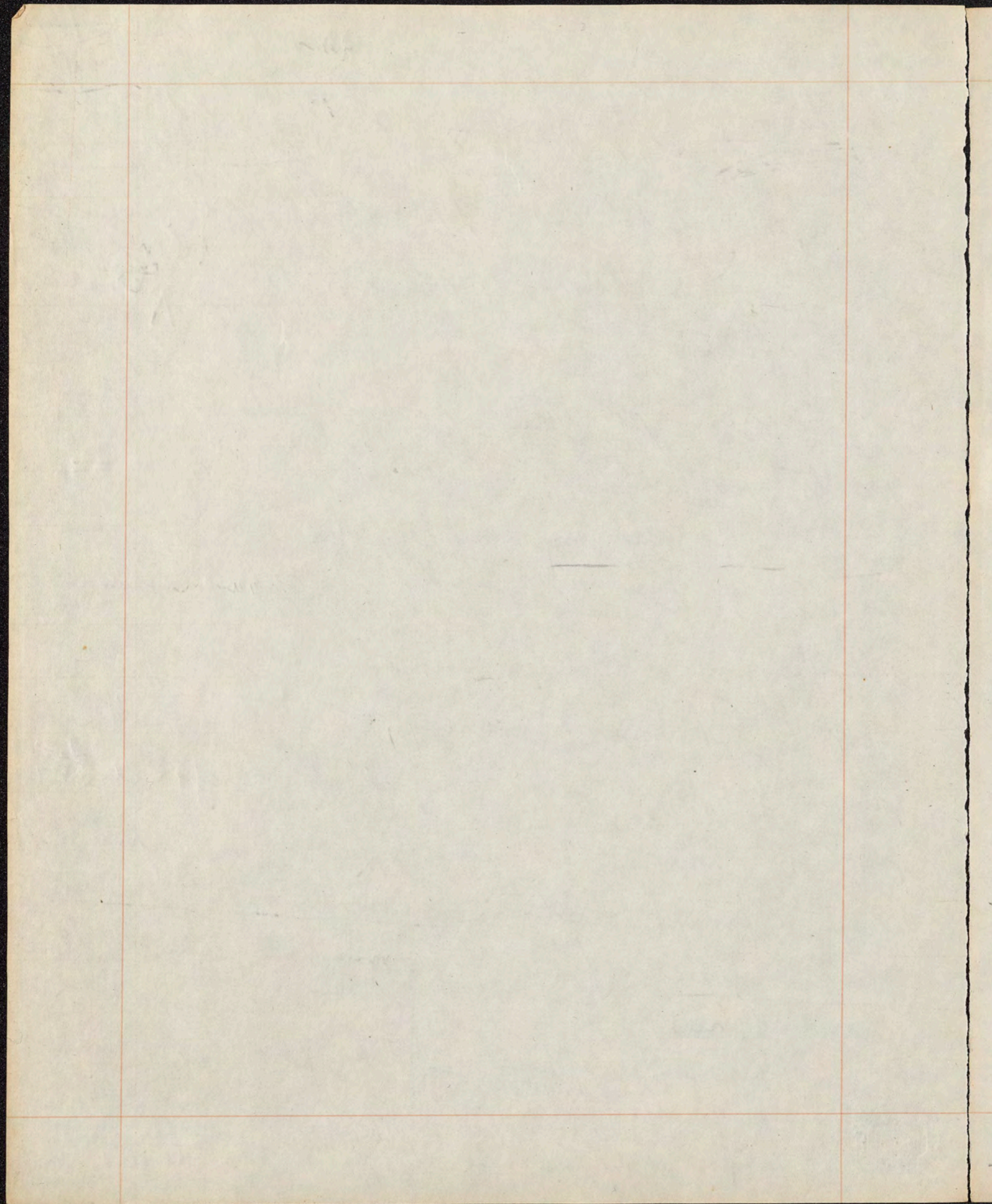






Perhaps it may not be amiss to say <sup>in this</sup> ~~in this~~ ~~connection~~ ~~connection~~ what I mean by Common Sense.  
 It is, the unbiassed application of the judgement, <sup>when</sup> in obvious methods, to obvious things. ~~Dealily~~  
 with abstruse and uncertain questions or topics, it seizes upon those parts of them, those facts, postulates or theories, which ~~are~~ stand out clearly: making the most of these, it tears into pieces the flimsy cobweb tissue which is woven by mere imagination, or by a sort of Chinese ingenuity, whose triumph it is to puzzle. Thus it makes, of each ~~great~~ problem, whether in science, politics, or in practical life, — a prompt solution, according to the data it possesses; subject to correction, under the same absence of bias, when new facts or considerations come to hand. The application of this faculty, or mode of using the faculties, to the <sup>matter of the</sup> different sciences connected with medicine, may do much to unravel what <sup>at first</sup> appears like a tangled maze.

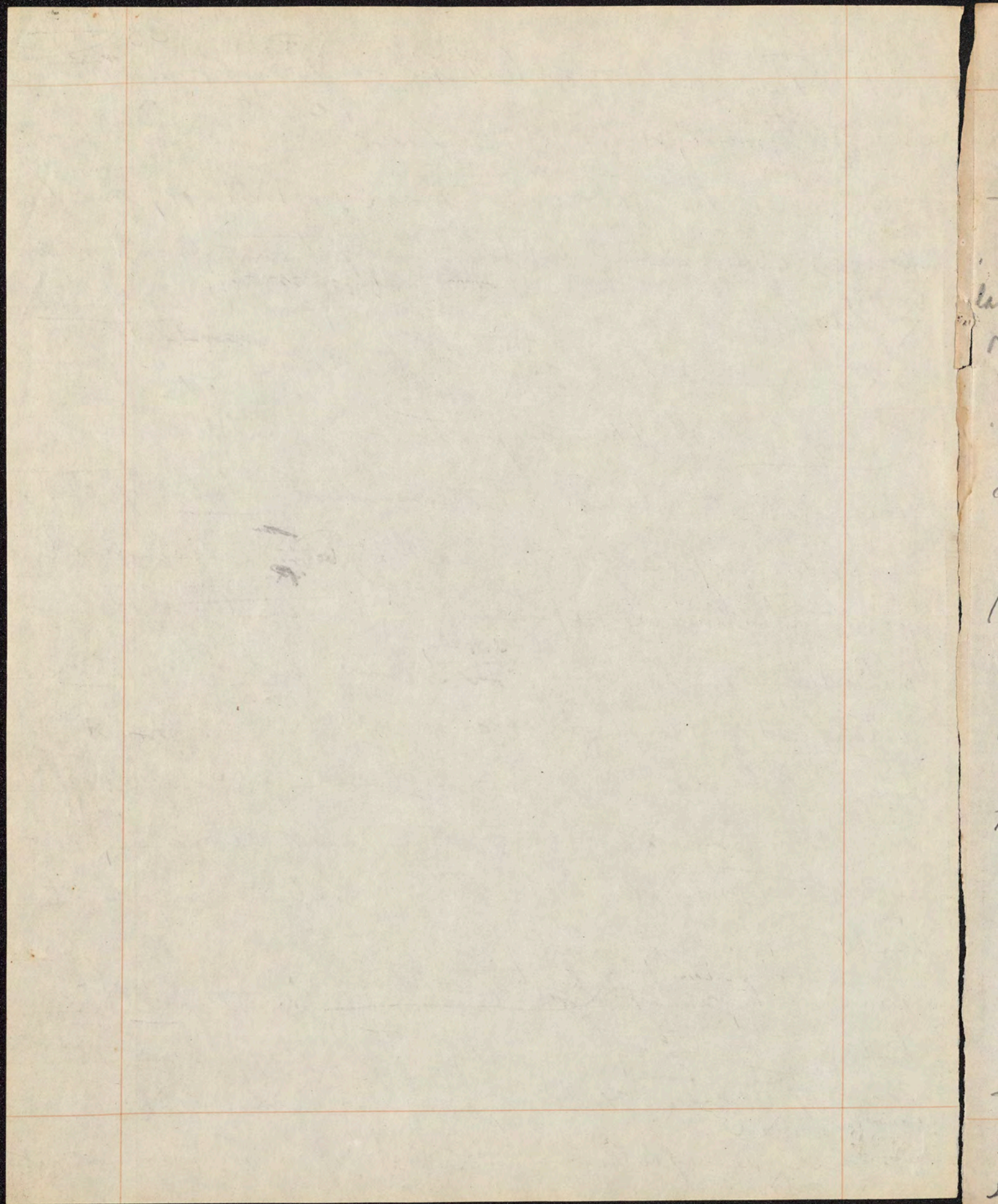






This quality, or habit, of prompt and decisive judgment, is one of the first requisites for Success in the medical man. With it, give him close observation, acute perceptions, readiness <sup>in the</sup> of adaptation of means to ends, <sup>calm self-possession,</sup> and a Sympathetic nature, — and he has <sup>then</sup> only to acquire the great principles of Physio-pathology, and Rational Therapeutics, — based on the essential facts of Disease as compared with health, ~~and~~ <sup>with</sup> the essential facts of clinical experience in <sup>the</sup> treatment of different maladies, — and he may, <sup>so armed,</sup> ~~then~~ pass, "unshaken, unshaken, unshaken, unshaken," through <sup>numberless</sup> epidemics of Cholera, Yellow Fever, — Plague, — or, worse than all, of Quackery. His motto ~~is~~ <sup>is</sup> "Fiat Justitia, <sup>Re will</sup> ~~quod~~ <sup>car-</sup> ~~erit~~ <sup>ry</sup> out the indication presented, whatever may be the result. You may easily see, that, to be thus fore-armed, — the <sup>physician</sup> ~~cannot~~ <sup>be too well versed</sup> ~~in the~~ <sup>in the</sup> facts of the history of Diseases, and of their pathology, — nor in the facts of <sup>the</sup> Materia Medica, and of what we may call <sup>or observed</sup> empirical Therapeutics, — without which Rational Therapeutics cannot exist.



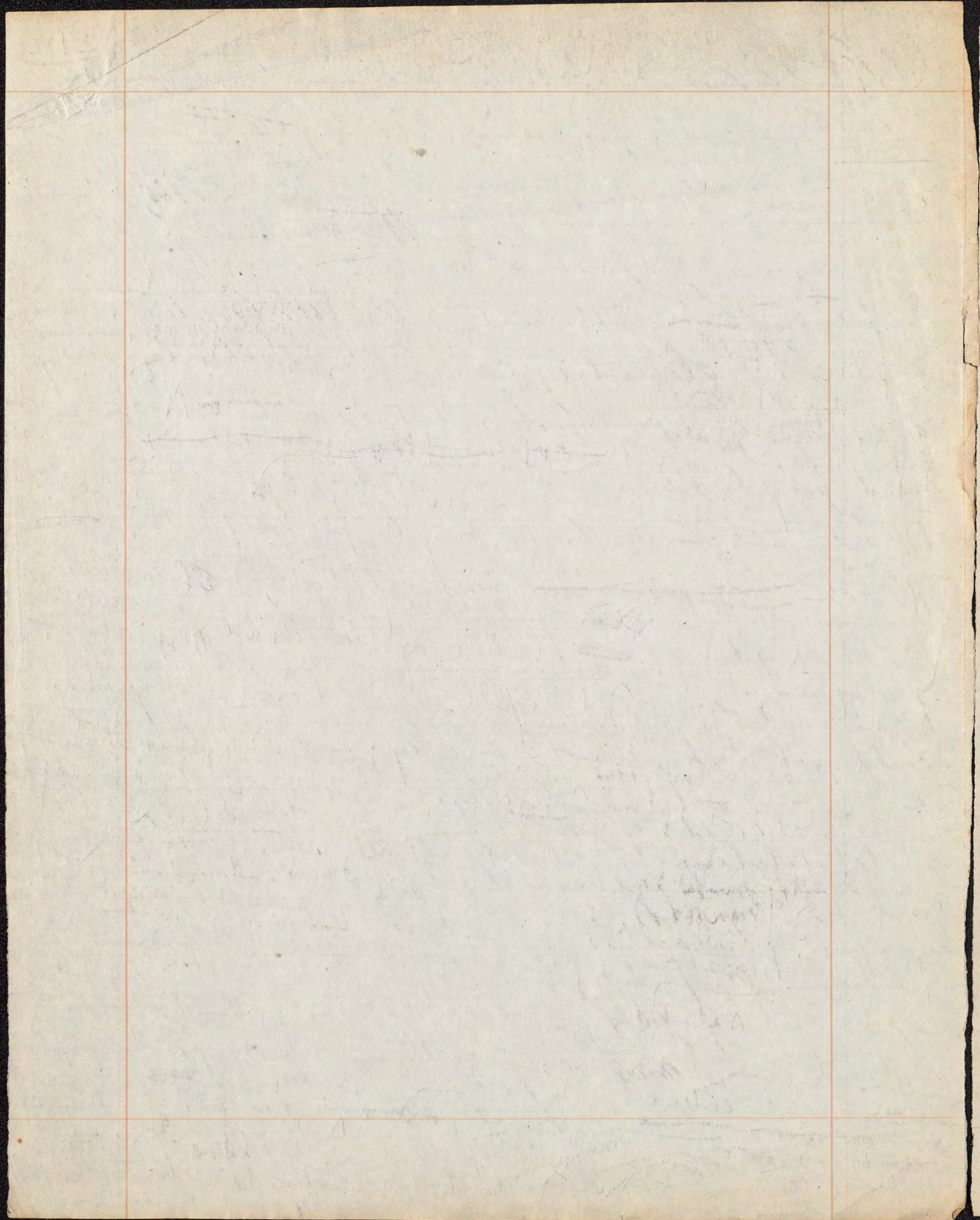




21½

Let I cannot but believe, that an error is  
often committed, by the attempt to teach the student  
too much at once. I am sure of this first,  
from my own experience, and ~~then~~ <sup>there</sup> from that of  
large numbers of ~~other~~ students. As the lacteals and  
veins of the alimentary canal will absorb only  
a certain quantity of nutritive matter, however  
much may be introduced into it, — ~~so the mind may~~  
be saturated; — the brain may become replete, ~~only~~  
Mental dyspepsia and regurgitation, — ~~colic~~ colic of  
the hemispheres, ~~flatulency~~ flatus of the wits, may result  
from this. Not an old epicurean Roman emperor  
could eat seven meals a day; — much less digest  
them all; so, if we must cram into your minds the  
whole substance of medical science, day by day,  
upon these <sup>in a 5 months course,</sup> branches, you will gladly, <sup>I know,</sup> give us leave to  
pick out the bones, and, when we can, to present the  
essence of ~~necessary~~ knowledge in a concentrated  
extract. Some ~~very~~ learned gentlemen insist upon their pupils  
devouring the ~~entire~~ <sup>entire</sup> animal, ~~and~~ <sup>very</sup> the hardest of the hoofs  
and hide, ~~and~~ <sup>even</sup> magnifying the smallest particulars by a glass of 500 diameters.  
It should be remembered that, although the understanding is almost indef-  
inite in its expansion, the memory has its well-defined limits: to over-





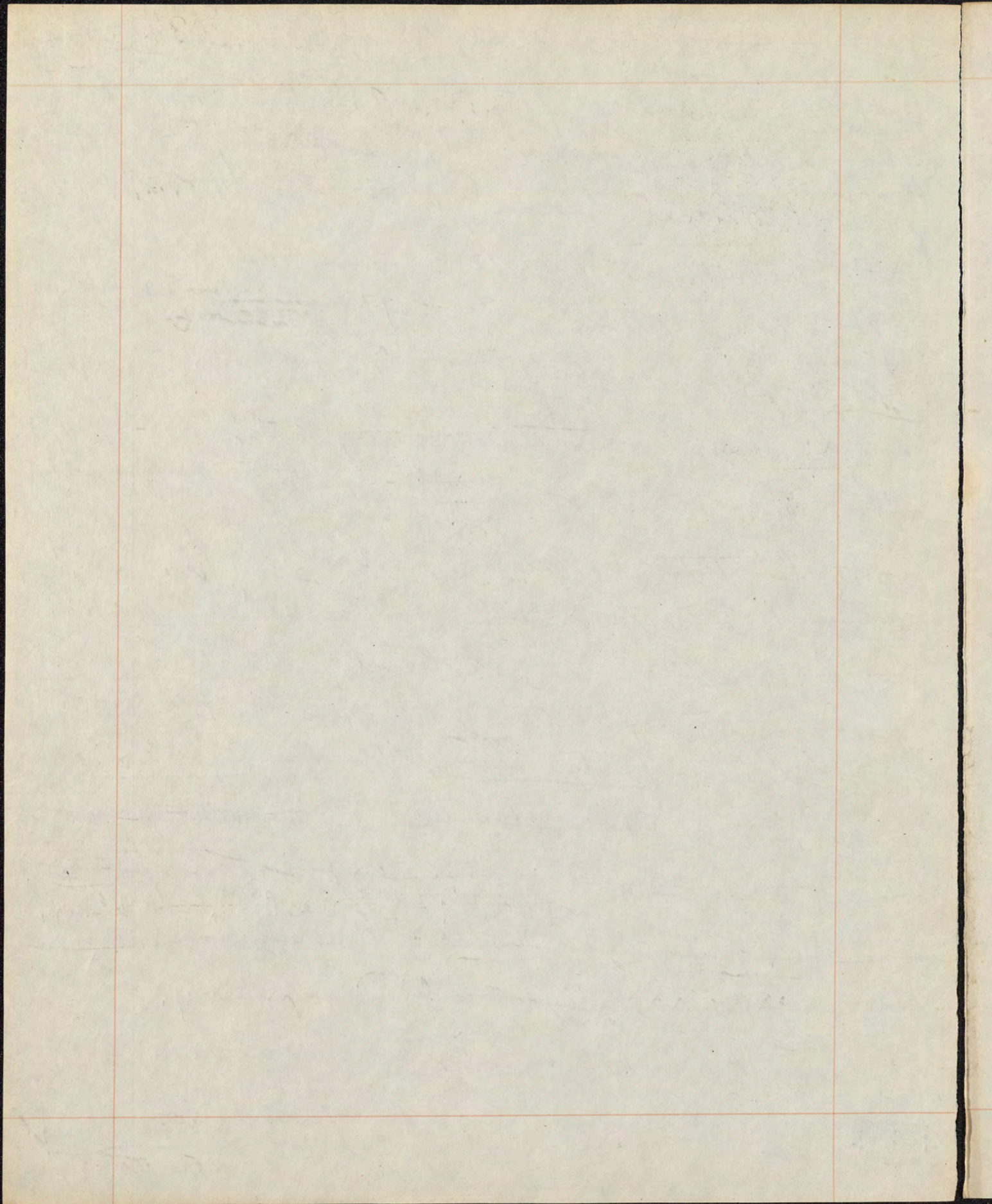


pass which is only a waste of words & time. (34) 213/4

on the whole The Descriptive and Practical method is  
(that which accords not only most ~~essentially~~ with the  
ordinary plan of medical teaching in this country, but also  
with the genius of the American mind, and  
of American Medicine. The ~~American~~ intel-  
lect <sup>of our nation</sup> is preeminently practical. Capable, to an  
equal degree with that of any other nation, of  
effort and achievement in <sup>most</sup> of the departments of  
art, literature, or science, it bends itself most  
readily to those avocations and modes of action  
which produce obvious, material, available and  
great results. Strength in the mass, rather than finish  
in the detail — fortiter in re, more than suaviter in  
modo, — is its characteristic. ~~It, in those works~~  
of art and composition which most require power,  
<sup>represented by such names as Powers, ~~Carlin~~ <sup>Carlin</sup>, Prescott, Whittier</sup>  
in Sculpture and History, American genius now  
stands ~~prominently~~ in acknowledged supremacy.

In medical culture and acquirement,  
while the Germans surpass us far in Pathological  
Anatomy,

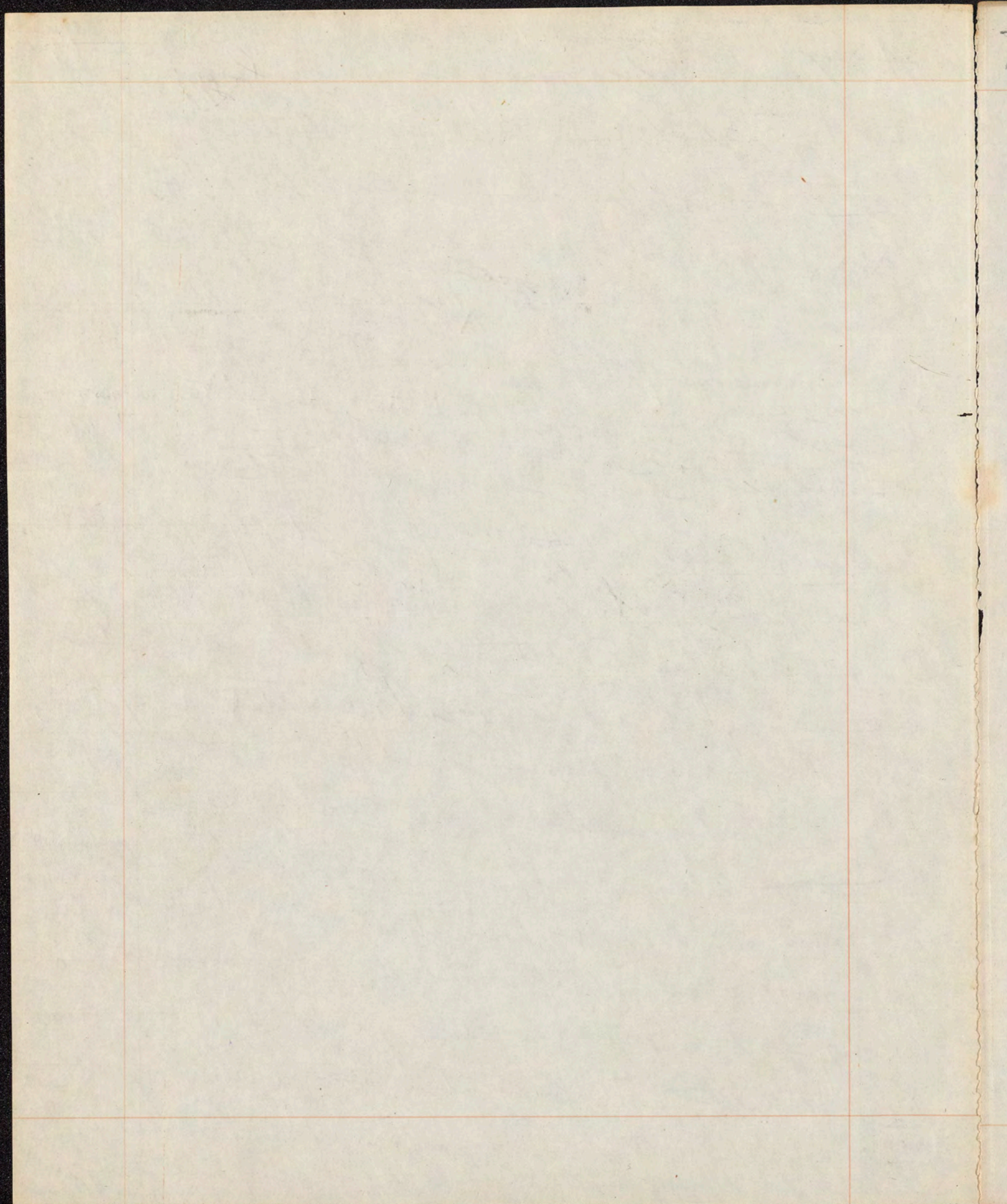






The French in Diagnosis and Micrology, —  
and the English in Medical literature, ~~and~~  
~~history~~, — it has always been the opinion of  
~~many~~ impartial as well as competent ob-  
servers, — that in the <sup>actual</sup> practice of Medicine  
the American physicians are, <sup>even</sup> in advance of  
the rest of the world, with them Therapeutics are primary;  
with others, <sup>to some extent</sup> ~~secondary~~ in interest and attention.  
Those ideas of Rational Ther-  
apeutics, based on the careful study of nature  
and her powers, which are ~~based~~ in the writings of  
Sir John Forbes and others, inaugurating a new  
era in English and German ~~Principles~~ and opinion,  
have long been familiar here, as the spon-  
taneous outgrowth of the common sense of  
the ~~intelligent~~ American mind, — unbound by authority,  
and, daring much, yet having its boldness so limited  
by correct observation, — that its very errors become  
lessons, — and its progress, when made, is sure and  
substantial. The publication, <sup>years ago,</sup> of the writings of Dr  
Bigelow, upon Nature in Disease, <sup>on</sup> Self limited diseases, &c  
illustrates the ~~truth~~ <sup>to which I am now alluding; and</sup> its influence upon teaching has long, with us, been







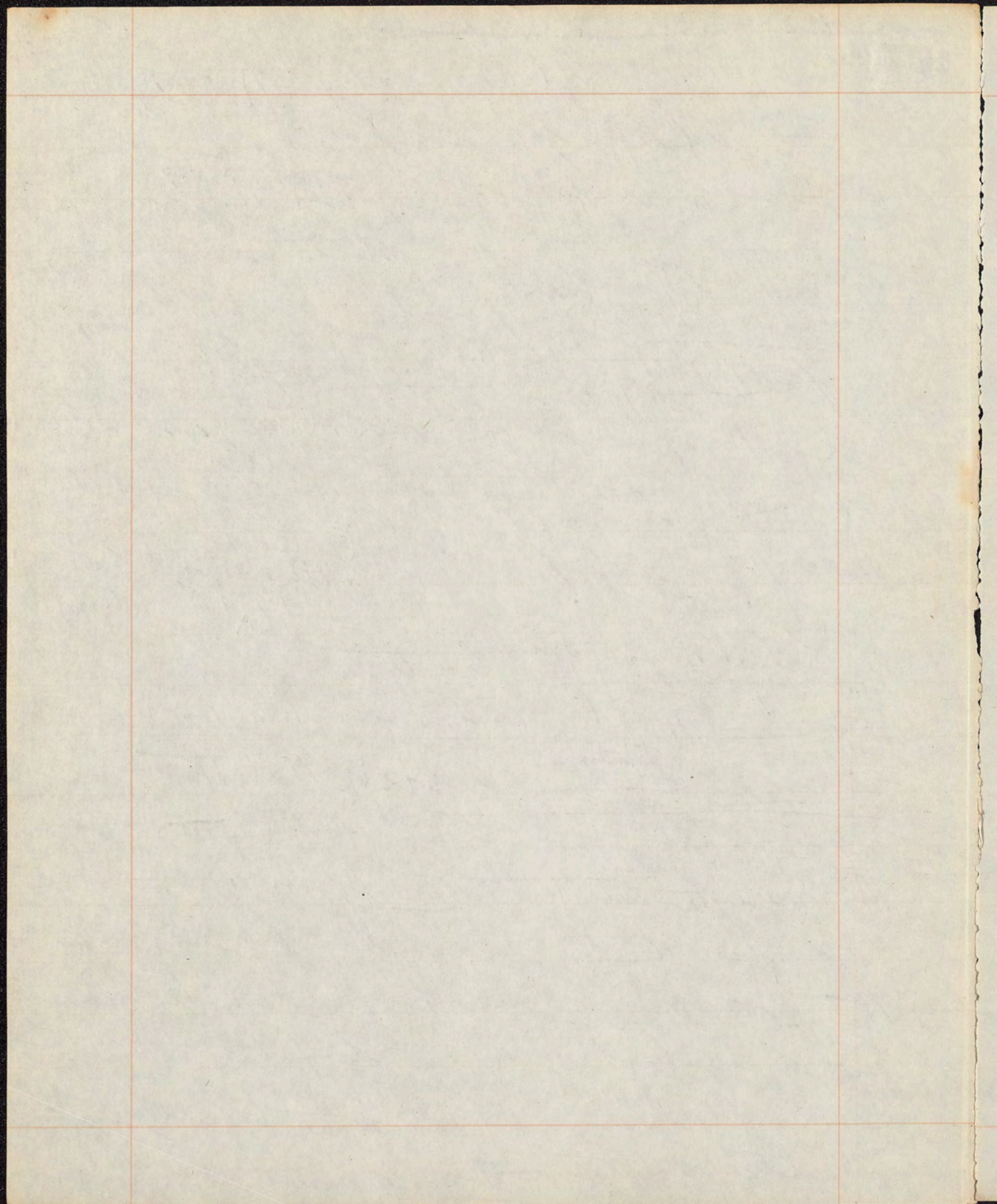
~~has which, is only a waste of words.~~  
manifest.

36 22

You will be ready, ~~Profrs~~, Gen-  
tlemen, I ~~hope~~, to conclude with me,  
that, in a short course, under the pressure  
of the necessities of a student's career,  
along with the <sup>full</sup> exposition of the principles  
of pathology and diagnosis, and of gen-  
eral therapeutics, the most urgent de-  
mand upon our time remains to be, for the  
descriptive and practical teaching of the  
actual <sup>histories &</sup> characters of diseases, <sup>in the living subject,</sup> and, of  
the <sup>manner of their therapeutic</sup> treatment.

The true demonstrative medicine is  
clinical <sup>instruction</sup> ~~teaching~~. I wish that this were  
yet more available and extensive within <sup>the</sup> ~~reach~~ <sup>of our colleges.</sup>  
The more the student sees of disease, — and  
as it were, tastes, touches, and handles it, —  
the more meaning does he find in his lectures,  
and in his books. In the Hospital and in the  
College Clinique, — and at the <sup>private</sup> bedside ~~with~~  
with the preceptor, — there it is that will be found



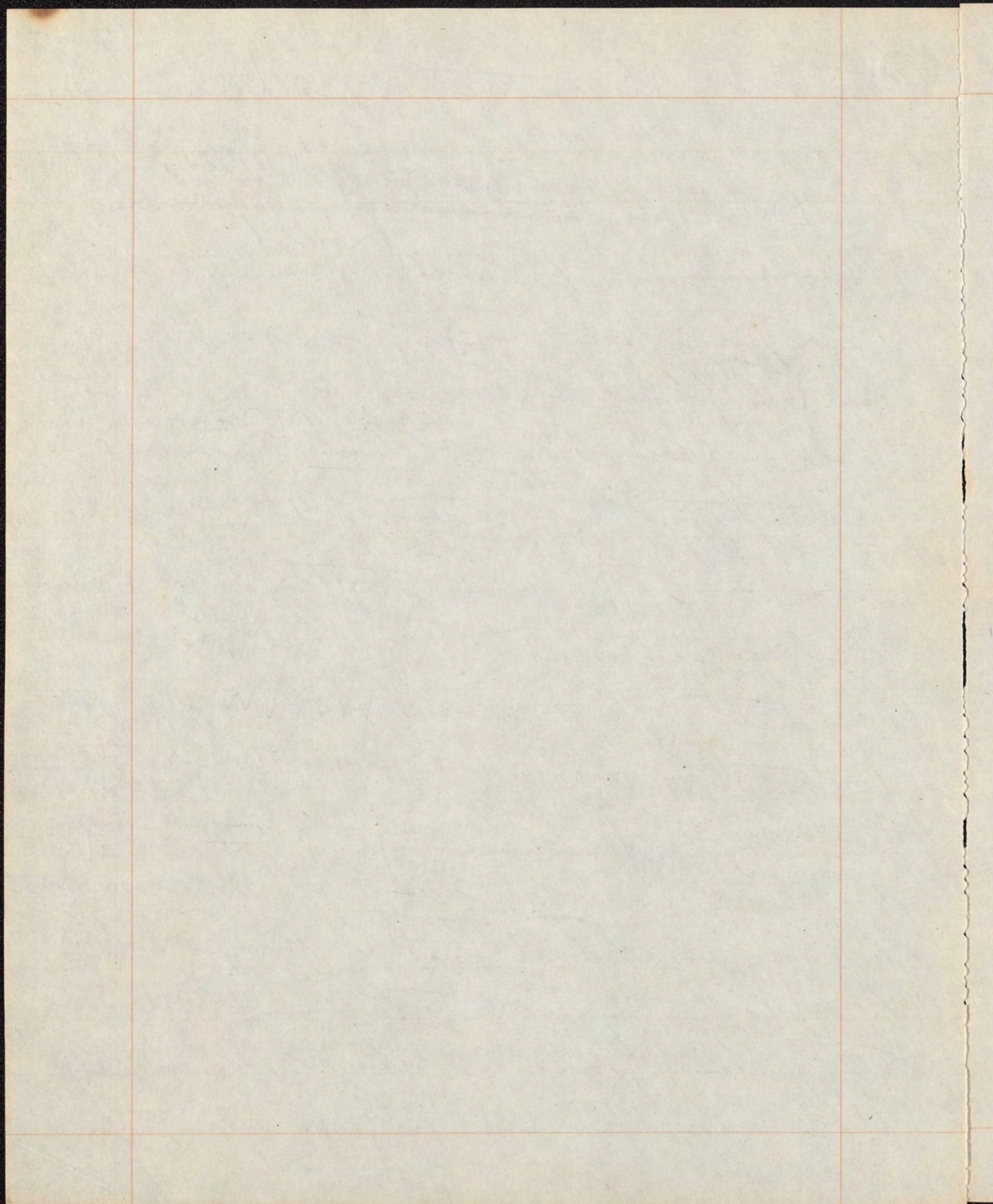




the real illustrations of pathology, dia-  
 -gnosis, and practice; — a comparison of  
 which with all <sup>other methods of exhibition</sup> ~~the models and paintings~~ of  
 all the museums in the world, will make  
 them pale into insignificance. I believe  
 that this ~~work~~ <sup>as well as of all other</sup> will yield to none in the  
 full appreciation of <sup>these</sup> ~~these~~ means of  
 illustration <sup>of the Science and the</sup> Practice of Medicine.

The plan, therefore, of the course  
 which we are about to commence, <sup>will be</sup> ~~is~~ based  
 essentially upon the views ~~which~~ just put  
 forth. We will endeavor to comprehend  
 the subjects of the Causes, the Signs, and  
 the Nature and Characters of Disease and  
 Diseases, in as brief terms as it is possible  
 to do, compatibly with thoroughness. We will  
 try to convey sound and reliable principles  
 of General Therapeutics, ~~an~~ anticipation of







their use in application to special Diseases. This will, of course, be ~~connected~~  
 with the classification of Diseases <sup>of the course & treatment</sup>  
 Nosology; — <sup>with this</sup> and a detailed history of  
<sup>those maladies</sup> all ~~these~~ of the most important character  
 which it is possible to condense in ~~the~~  
 Course. We may hope, thus, to go <sup>very fairly</sup> over the  
 whole ground of necessary matter in connection  
 with the subject of Practice; leaving all that is  
 not <sup>present and</sup> to be considered, for your future leisure  
 and industry.

Gentlemen, the responsibility, to  
 which I alluded at the opening of <sup>this</sup>  
 lecture, is not borne alone by ~~us~~. You, too,  
 must have a share in it. Let me say, to those  
 who <sup>may</sup> have just entered upon the course of study  
 with us, — have you considered <sup>well</sup> what it is to  
 deal with the practice of medicine? Have you ob-  
 served, that it is no child's play, — no mere



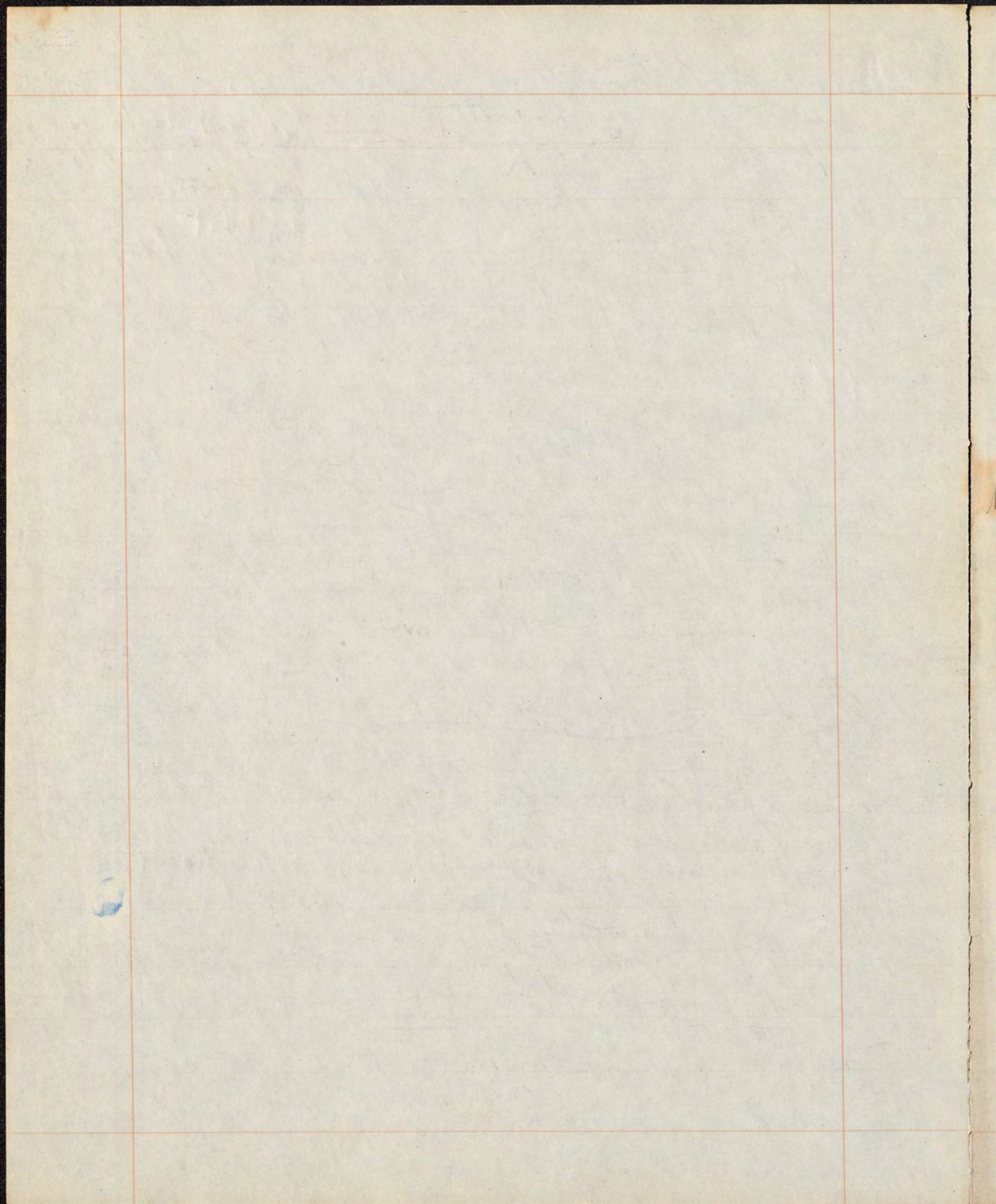




trick of trade, or handicraft; — but that  
 the <sup>great</sup> issues of ~~the~~ <sup>mortality</sup> ~~and~~ ~~death~~ ~~are~~ ~~not~~ ~~in~~ ~~it~~. <sup>Go with it!</sup> 3  
 To fill a churchyard, — to be ~~the~~ partner of  
 the undertaker, may sound, perhaps, <sup>somewhat</sup> lightly in  
 the ear as a pleasuring; but, to realize it,  
 will be serious indeed.

There are moments in every phy-  
 -sician's life, which no man need envy. Generals,  
 statesmen, kings, — have their heavy responsibilities;  
 but, the lives of <sup>or any</sup> ~~all~~ of these may be at the  
 mercy of their physicians; & so, <sup>away</sup> ~~all~~ ~~depend~~ upon  
~~them~~. ~~Think of Dubois,~~ They may, ~~away~~  
 like the boatman on the Tiber, carry Caesar, and  
 think of Dr. Craig, at the side of the dying Washington! <sup>and</sup> ~~the same illness occurred in the midst~~  
 of his active and portentous career, <sup>that would have been, indeed, a fearful moment.</sup>  
 of an empress in <sup>of his attendance</sup> ~~accouchement~~! Europe  
 waits the result; it may decide the fate of  
 an age, ~~out~~ of a continent. What a destiny  
 does he grasp within the blades of his forceps!  
 What a moment of anxiety, till the first cry





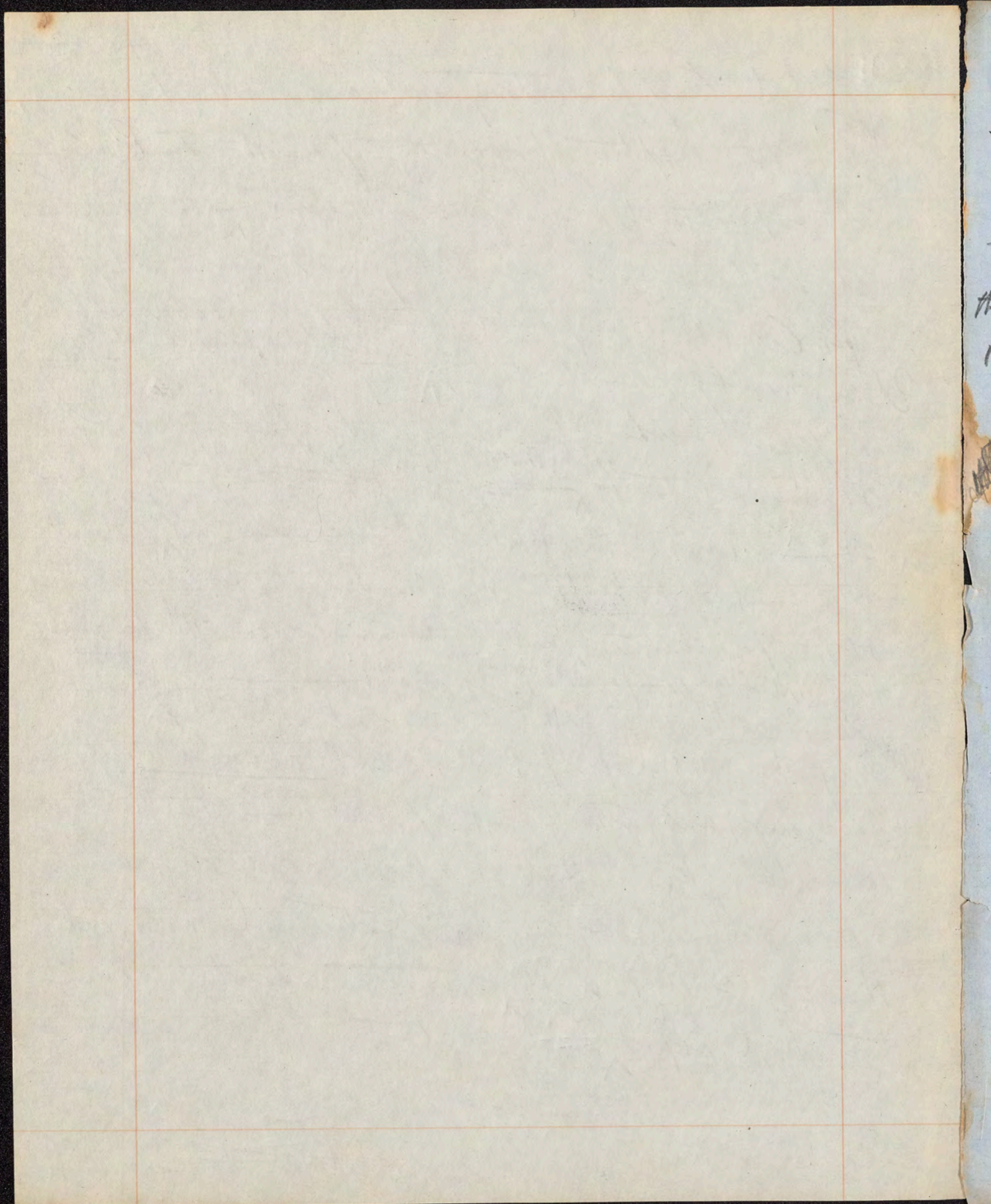


of that helpless thing is heard, which may,  
 hereafter, <sup>aid in</sup> smother the sceptre of royalty from the Tuilleries,  
 or <sup>aid in</sup> expiating its centuries of crime <sup>under</sup> the guillotine!

A fortune as a fee may not seem ill-placed  
~~offered~~ such a responsibility: but, in lesser spheres,  
 & in merely private life, <sup>and in a country where, thank Heaven, royalty is not,</sup> any one of us may  
 be placed, where he would cheerfully sacrifice  
<sup>hundreds of thousands</sup> thousands to be <sup>equally thought with a duty</sup> ~~responsible~~ of an  
<sup>equivalent</sup> kind. The reward of success, in <sup>the</sup> grateful  
 attachment of patients, in the distinction and position  
 of the practitioner with "blushing honours" thick about  
 him, <sup>it is true, tho' not always,</sup> is <sup>often times,</sup> ~~proportionately~~ great. But,  
~~only~~ only the well-prepared can calculate upon  
 success; and, in the event of inevitable failure,  
 they alone know that it was inevitable, and,  
 with a calm conscience and a tranquil mind, only  
 they can conduct a ~~safe~~ retreat in safety, where  
 they had hoped <sup>in vain to find a</sup> victory.

Gentlemen, <sup>as us</sup> I hope that this may be the  
 career of each one of you. I trust that you will

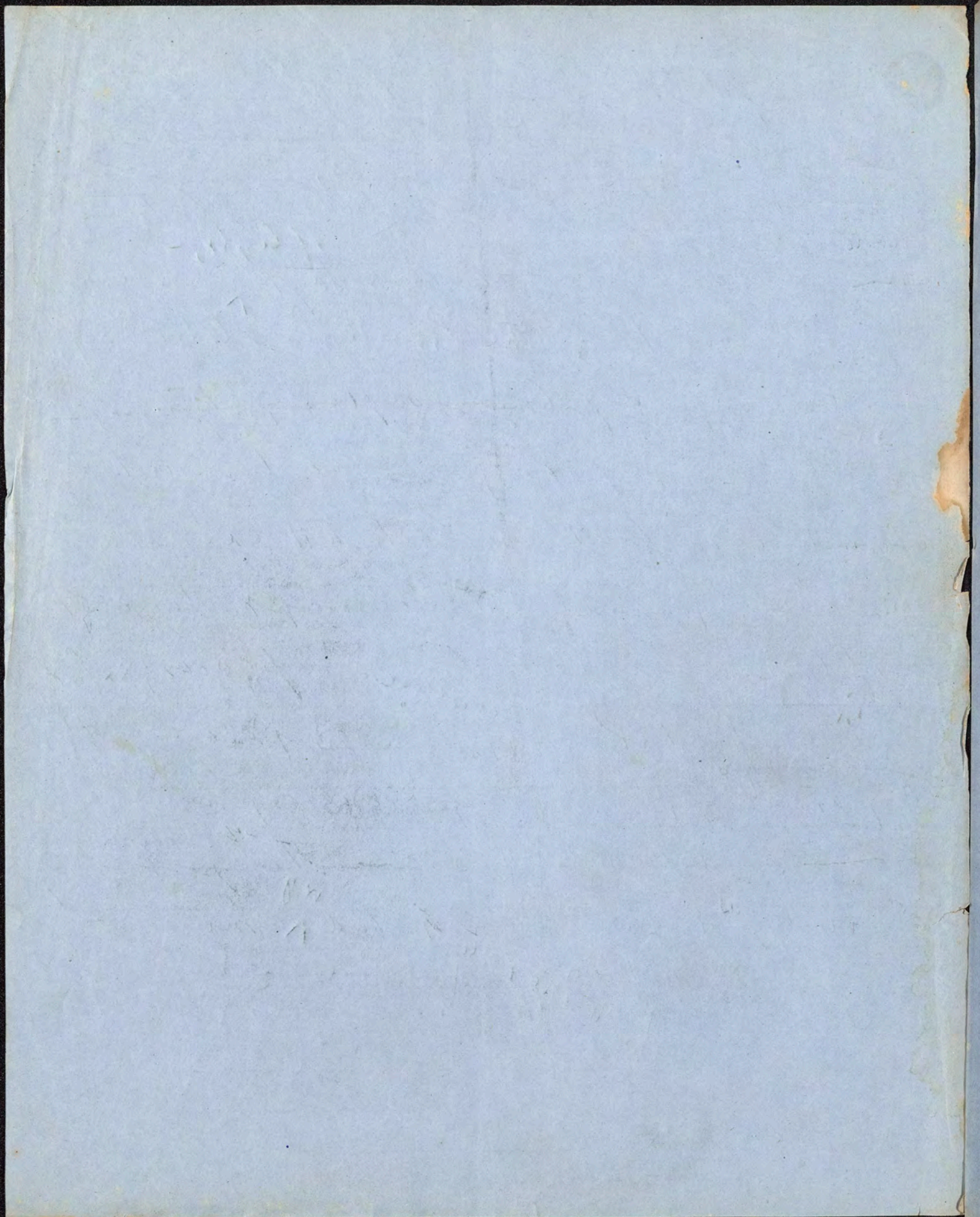






wrestle with the high problems of your  
~~collary~~ - ~~and to do its mission well~~  
 and so, - If not yours, <sup>or ours,</sup> ~~he~~ any fortune <sup>in science</sup>  
<sup>similar to</sup> like that of the Promethean theft <sup>of light,</sup> - or like  
<sup>that of</sup> our own Franklin, the Promethues of later day,  
~~Calo input fulmen, - scriptum gas tyrants, -~~  
<sup>if ever</sup> no Phæton-gift of dangerous venture, into regions  
 of untrodden truths - "Dark with excess of  
 bright," <sup>we hope that</sup> you ~~may~~ still be amongst the most  
 useful and honored of your species; <sup>as</sup> fit  
 members of what may, - in comparison with  
 any aristocracy <sup>of the world,</sup> or any democracy, - be  
<sup>esteemed</sup> ~~counted~~ as no mean order; - The great body  
 of intelligent and accomplished American  
 physicians!



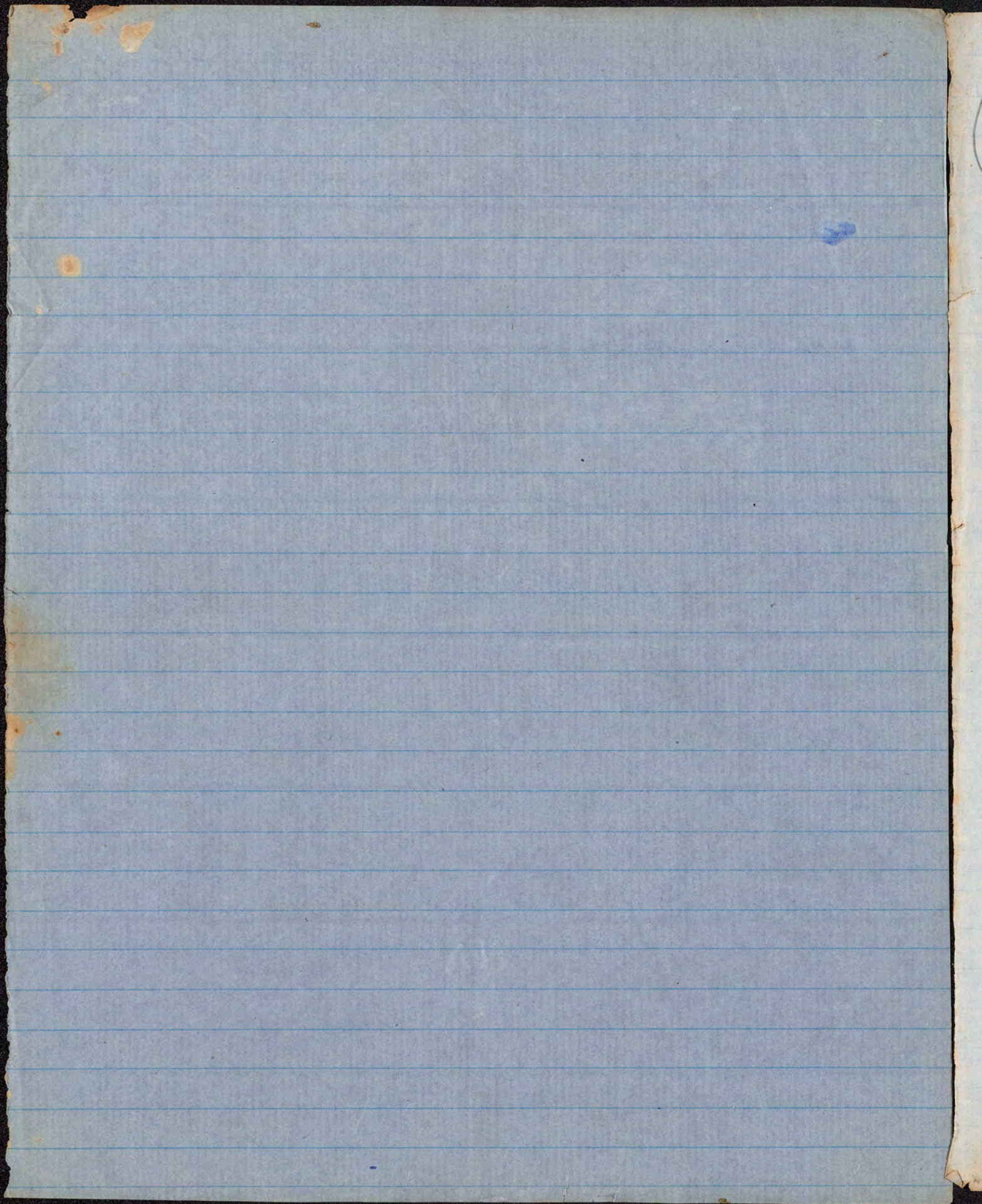




I have already endeavored to convey <sup>to you</sup> ~~gentlemen~~  
~~what is~~ my conception of the legitimate objects of the  
~~the~~ course of instruction ~~which~~  
~~always~~ <sup>commence</sup>  
~~commence~~ tomorrow, gentlemen, such will  
be our aims.

be assured, that a winter campaign is before us;— and,  
we shall seek from every quarter resources  
to ensure your ~~and our~~ success and ours. We  
trust that ~~with equal~~ enthusiasm on your part; and then, both  
are sure of final <sup>reward</sup> we will be strong in a unity  
Gentlemen, hardly to be dreamt of where  
men count by hundreds, in the toppling crowd,  
where individuality is lost sight of. We will  
be strong in enthusiasm;— and this is the  
life of action. And so, — if the class of the  
Philadelphia College of Medicine be not the  
largest in the world, — it shall be the best  
instructed. We have determined it, — and  
you will sanction ~~our~~ determination.







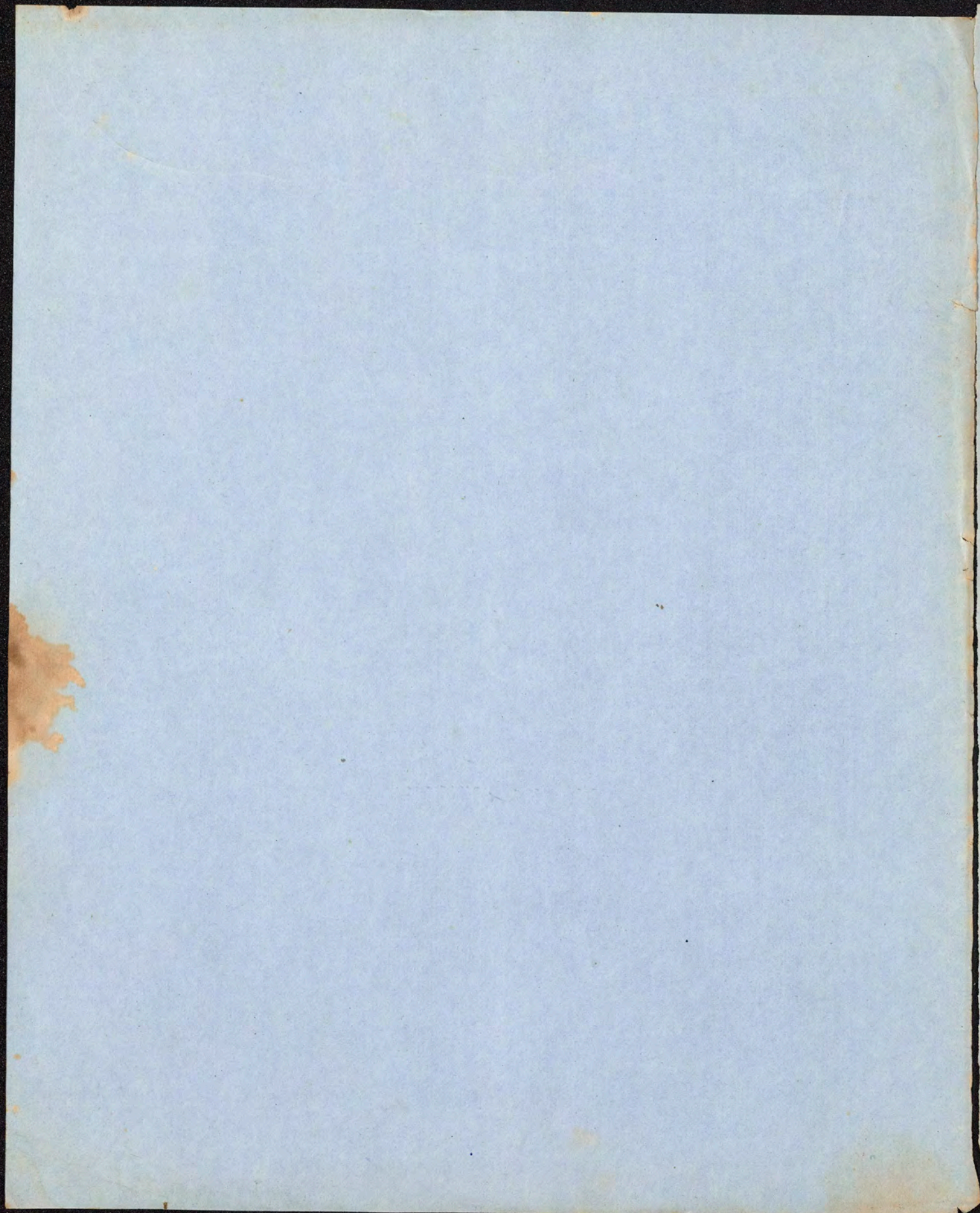
appreciated, — his art doubted, — <sup>its value</sup> ~~you~~ aspersed  
and denied? So is Religion!

X Once in a while, too, — both men and  
communities are aroused to a due sense  
of the need they have of medical science, — even  
such as the world can yet afford. — As Byron  
says, —

In health — when ill we call them to attend us,  
Without the least propensity to jeer. ”

I was called, <sup>1854</sup> ~~in the autumn of the last month~~, I was called  
to an occasion, upon which my pride of  
profession was <sup>much</sup> ~~roused~~ and gratified. A  
whole community was afflicted; — In an inland  
town, a hundred miles away, — Cholera had  
broken out: the cold death stretched out his  
shrunken hands; — collapse withered the strong-  
limbed man, — and the <sup>delicate</sup> mother, — and even the child;  
and, with this epidemic disease, — the equally epidemic  
& truly contagious panic prevailed. By hundreds,





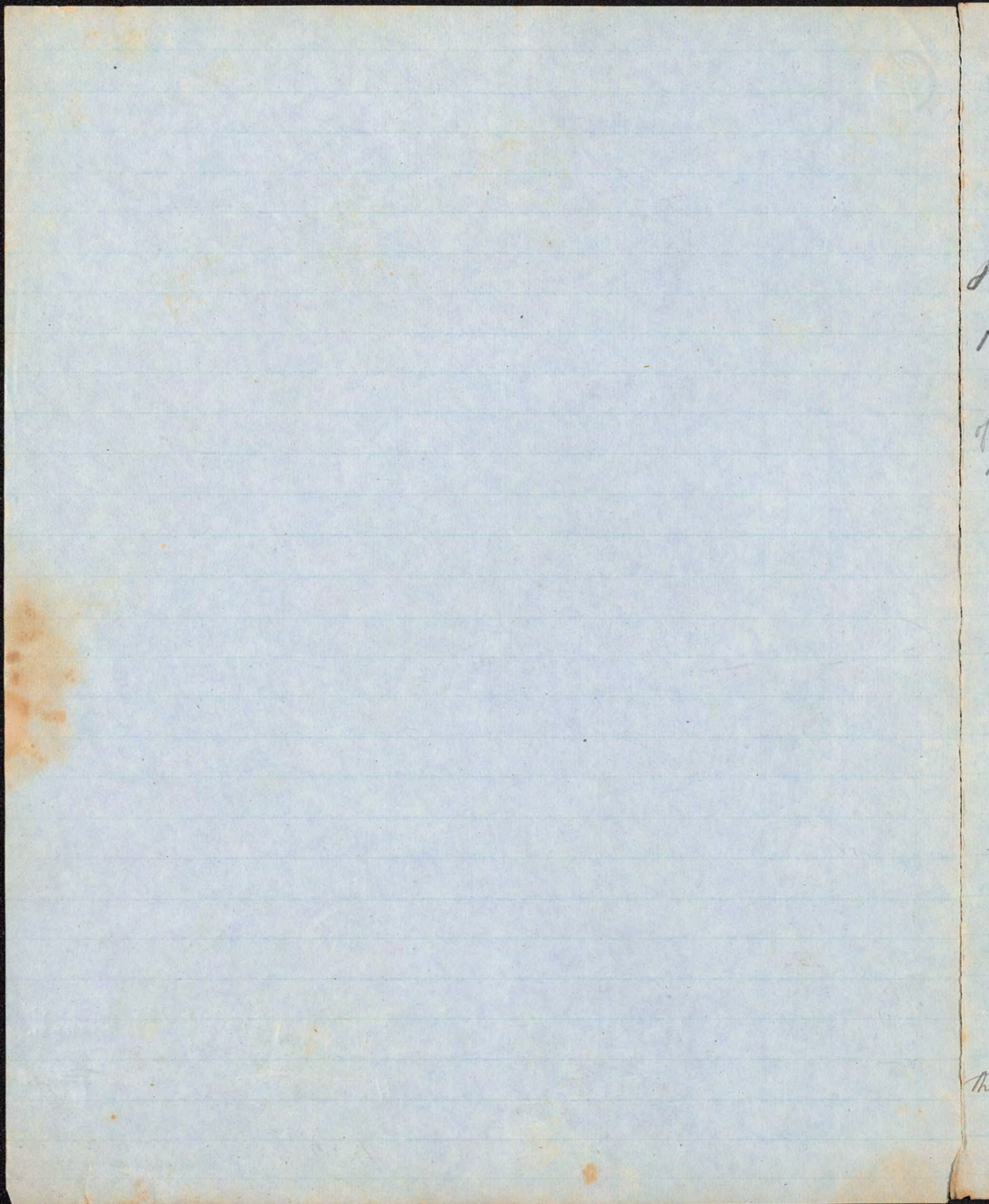


The frightened people fled in every direction,  
the sick from their beds, — to die in  
the street or the railroad car; the  
rich, with his family, leaving the luxurious  
home, — and the starving, his hovel; so  
that, in three days, — one half of the whole  
population had left the town.

Ominous fires were burning at every corner.

The streets were deserted. All houses  
were closed; — ~~in~~ a dreary stillness, not of  
the Sabbath — prevailed; — soon, not even funerals  
passed, — and crape was withheld from the  
shutters; — for, people had no time for  
forms and rites of grief! — The bed, — or the  
floor, — or the pavement, — the coffin —  
and the grave; — this was their progress! And  
even coffins could not be procured from the place:  
money was ~~sent~~ <sup>away</sup> they sent <sup>certain amount of</sup> this dreary merchandise.  
Provisions were no longer brought in by the country people of the neighborhood. ~~The towns~~  
~~market people~~ ~~ceased to come in with provisions~~  
Railroad trains ~~ceased to~~ <sup>and even ceased to</sup> ~~run~~ <sup>to the place</sup>, although ~~the place~~  
the freight business ~~of the place~~ <sup>had</sup> <sup>been</sup> very heavy;







The inhabitants of <sup>neighboring</sup> ~~other~~ towns dreaded,  
we were informed ~~as I was told~~! - even communication by  
mail! It was a deserted, ~~and~~ abandoned, <sup>doomed</sup> isolated place.  
At this time, was it, <sup>I say</sup> that I was  
<sup>justly</sup> proud of my profession. The cry became,  
<sup>of medical men</sup> Give us physicians! The honorable band  
of the locality, - true to their place & service,  
were overtasked: they needed ~~and~~ <sup>aid</sup>: the poor as  
well as the rich must be cured, - and death  
gave too much work for all. The population of  
the town grew <sup>to be</sup>, - the sick, - the dead, - the  
nursing, - and the physicians!

Is not that an <sup>honorable</sup> ~~noble~~ ~~enviable~~  
vocation, gentlemen, - whose post - at such an  
hour as this, - <sup>became</sup> ~~is~~ that of danger and action?  
When all others fly, - and shrink, - and tremble,  
then to go near, and work, and watch, by night  
as well as by day? And the people <sup>welcomed</sup> ~~welcomed~~  
<sup>those who yielded their assistance</sup> ~~as~~ <sup>as</sup> generals <sup>who had</sup> come to aid a beleaguered camp.  
all who went were the guests of the community.







more  
Would that ~~we~~ could have <sup>been</sup> ~~one~~ ~~more~~ for  
~~the suffering~~ it, <sup>in its time of suffering!</sup>  
Self you <sup>would for</sup> ~~give you~~ <sup>even more thrillingly</sup> ~~on these~~ instances,  
turn to <sup>the</sup> work of <sup>Brighton</sup> Dr. Rush, —  
~~to which~~ <sup>which</sup> you will find on the shelves  
of ~~our~~ College Reading Room, <sup>a work of great</sup> ~~of~~ great  
interest; — ~~the~~ history of the yellow fever  
in 1793, in this city; or, read the account published of  
the dreadful ~~epidemic~~ of the same disease a few years since in Norfolk  
& Portsmouth, in which some of our own alumni did themselves great honor.  
~~The~~ credit, — says he, — which the new  
mode of treating the disease acquired, in all  
parts of the city, — produced an immense in-  
flux of patients from all quarters. My pupils  
were constantly employed. I <sup>presented for</sup> visited, between  
a hundred and a hundred and twenty patients  
a day. In the short intervals which I spent at  
my meals, — my house was filled with patients,  
chiefly the poor, — waiting for advice. For weeks,  
I seldom ate without prescribing for numbers as  
I sat at my table.

From constant exposure to the sources  
of the disease, — my body became highly impregnated





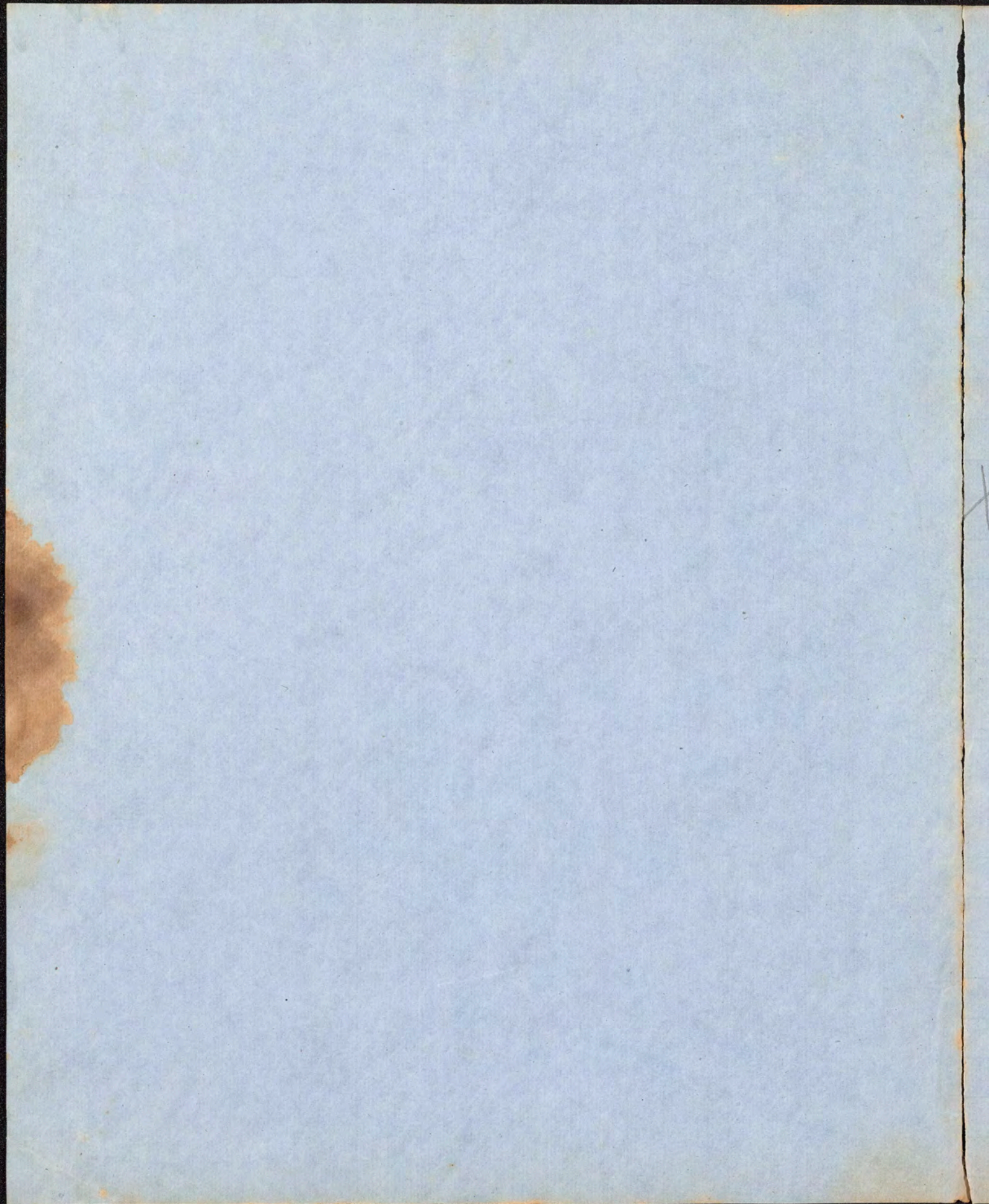


There is only one thing, ~~which~~ gentlemen,  
which ~~acts~~ is a drawback to the glory  
of our mission at ~~this~~ and other times  
of men's <sup>great</sup> need: and this is that we can  
do for them so much less than we would.  
But, here is the range for our hope!  
for the increase of knowledge; for the  
progress of discovery; for the enlargement  
of our skill, — and multiplication of the  
resources of our art.

What is Cholera, — and Yellow  
fever; — Malaria, — Scarlatina? These, and other  
such questions, some day, will be answered; and  
with the answer, — remedies will come. We have  
the language of the ~~same~~ eminent writers, —  
<sup>just alluding to,</sup> Dr Rush, — to justify this hope.

"They have", — he says, — "narrow conceptions,  
not only of the Divine Goodness, — but of the



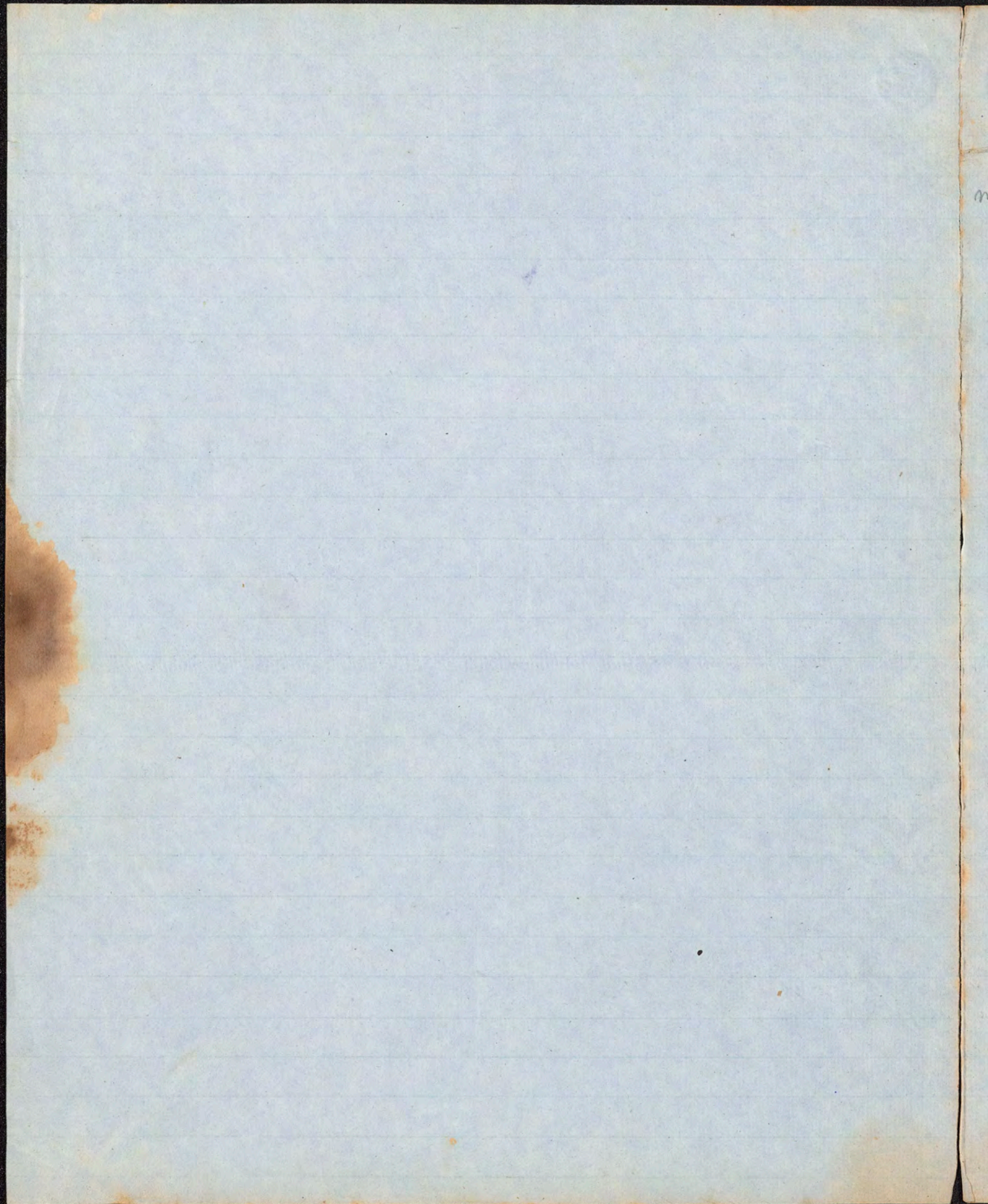




gradual progress of human knowledge,  
who suppose that all pestilential diseases  
shall not, — like the small pox, — sooner  
or later cease to be the scourge and  
terror of mankind."

X And hear, too, Dr. Smith — one of the  
X most eminent surgeons & teachers of surgery of  
this age. "At present," says Dr. Smith, "all treatment  
of cancer is palliative, — and directed against  
local manifestations and their results. But,  
when we consider that, ten years ago, — before  
Bennett taught us the use of Cod-liver-oil  
consumption was almost regarded in the same  
light, — we surely need not yet despair of  
finding some substance which may destroy and  
eliminate what is noxious, or supply what  
is deficient, — and so bring this intractable  
disease within the proper sphere of therapeutics."



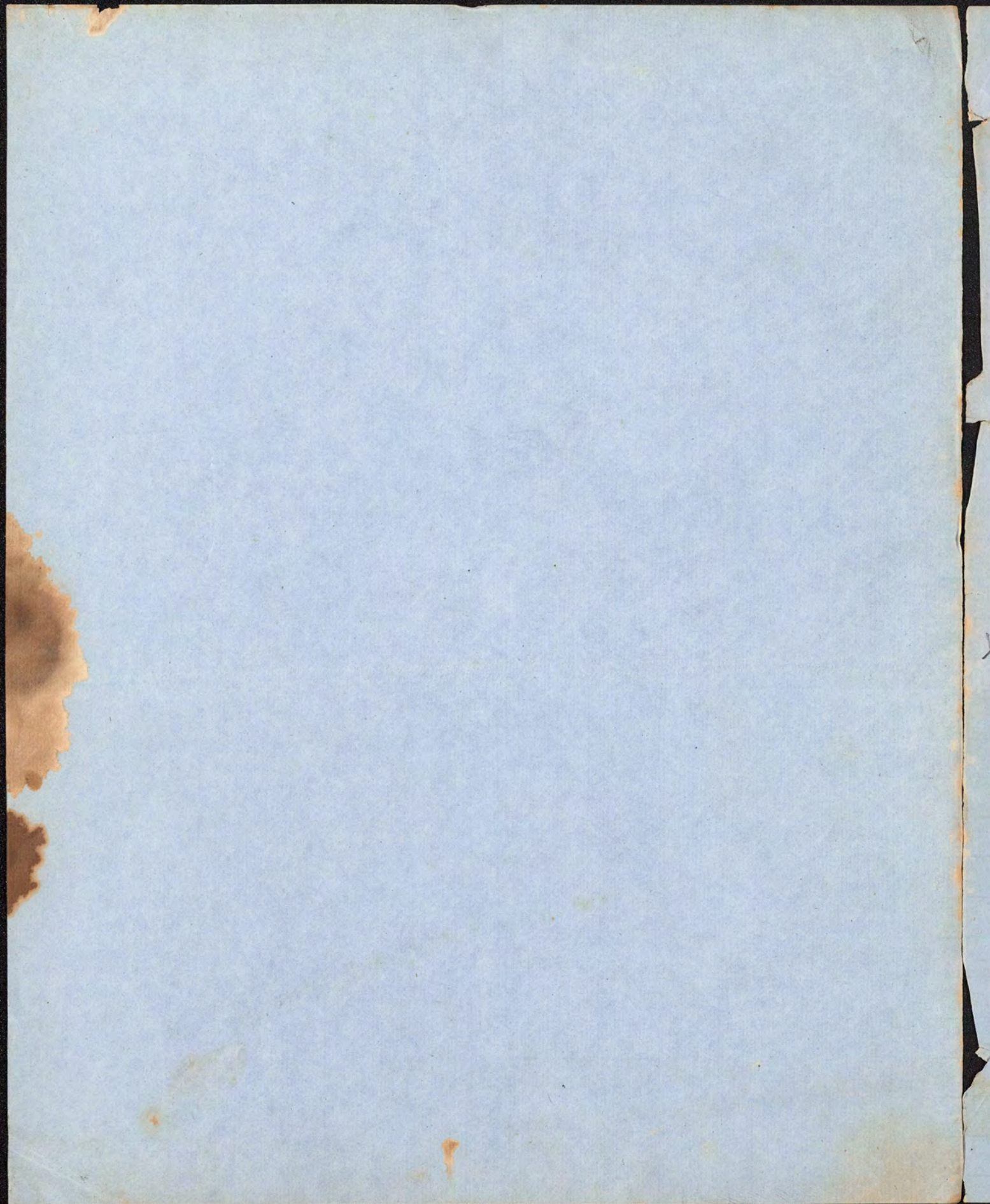




And, farther, we may quote to the  
same effect, — one of the greatest of  
<sup>modern</sup> Pathologists, — John Simon of London.

"For the primary forms of disease,"  
he observes, — forms to be encountered and  
conquered by direct specific antidotes; —  
I may confess that as yet Pathology has  
done little. In discoveries of this nature, —  
the empiricism of 5000 years has achieved  
more than the new science, which even now  
is but in its infancy; but, — if accident  
has revealed, and if experience has con-  
firmed for us, a knowledge of the properties  
of quinine, of mercury, of colchicum, of  
antimony, I cannot doubt that even these  
great results of popular observation will be  
transcended and eclipsed by the positive  
results of rational pathology; — that cancer,  
gout and scrofula will presently yield



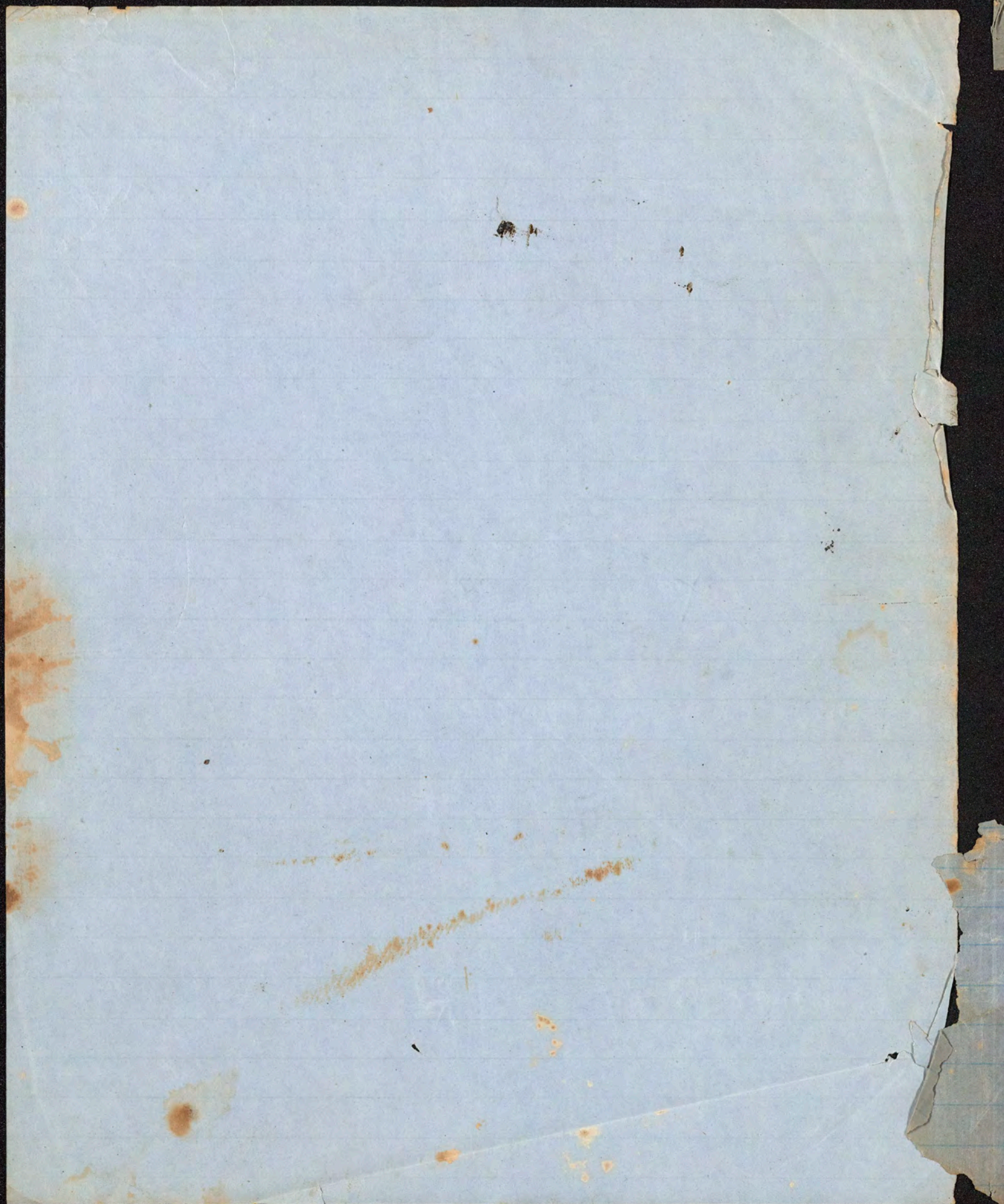




to philosophical investigation what  
they have refused to blundering quackery;  
and that, within the lifetime of many  
now in existence, there will be a spe-  
cific treatment of each diathesis, founded  
on an exact knowledge of the physiological  
causes of its manifestation. "

X What is ~~the~~ the object of all  
the instruction given in medical halls; — and ~~comes~~  
~~from~~ medical books, — and by Hospital bedside,  
~~to inculcate~~, — but the means by which to  
advance, & to <sup>as well as use,</sup> create, such discoveries? It  
is the purpose of all our Courses — but more  
directly and of special province <sup>perhaps of</sup> that which  
I have ~~endeavored~~ <sup>endeavored</sup> to fill, — to establish  
upon broad and ~~sure~~ foundations, those principles  
of study, — principles of thought — and prin-  
ciples of action, — which will enable you to







This Lecture, although not a long one, has  
sufficiently heavy. — and we may leave, till  
now, the consideration of the elements & materials  
to body. —



